DOCUMENT RESUME

ED 386 957	FL 023 274
TITLE	COMSIS Mid-Atlantic Multifunctional Resource Center. Contract Year Three, 1994-1995. Annual Report.
INSTITUTION	COMSIS Corp., Wheaton, MD.; Mid-Atlantic Multifunctional Resource Center, Silver Spring, MD.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	[95]
CONTRACT	T29201003
NOTE	182p.; For the 1993-1994 annual report, see ED 375 655.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Bilingual Education; *Education Service Centers; *English (Second Language); *Inservice Teacher Education; Instructional Effectiveness; *Limited English Speaking; Program Descriptions; Program Evaluation; Regional Programs; Technical Assistance
IDENTIFIERS	*Mid Atlantic Multifunctional Resource Center

ABSTRACT

This report details and evaluates the third year of the Mid-Atlantic Multifunctional Resource Center, a program providing training and technical assistance to educators and parents of limited-English-proficient (LEP) students in an area including Delaware, the District of Columbia, Kentucky, Maryland, New Jersey, Ohio, Pennsylvania, Virginia, and West Virginia. The program's ultimate goal is to increase the effectiveness of instruction to maximize LEP student learning and achievement. Providing services to such a diverse area required flexibility of programs, continuous clarification of needs, and well-thought-out plans for internalizing and institutionalizing training. In the third year, the program completed all deliverables in its baseline management plan, conducted 93 major training and technical assistance activities, and responded to 998 quick action requests. Training participants numbered 1,653, with teachers the most common participants, and administrators and project directors a substantial proportion. A major activity was long- and short-term local staff development planning. Coordination with other agencies was another major focus of effort. Trends and issues fared currently include changes in school governance, collaboration across programs, alternative assessment, assessment aligned to high standards and revised curricula, and effective use of educational technology. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

FL

ED 386 957

COMSIS

MID-ATLANTIC MULTIFUNCTIONAL

RESOURCE CENTER

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL023274

BEST COPY AVAILABLE

COMSIS

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER

ANNUAL REPORT
CONTRACT YEAR THREE
1994-1995

CONTRACT NUMBER: T29201003

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
CONTRACT NUMBER: T29201003

EXECUTIVE SUMMARY

The Mid-Atlantic Multifunctional Resource Center (MRC 3) operates under a COMSIS contract awarded by the US Department of Education. The MRC is completing its third year of operation under the current contract. The mission of the Mid-Atlantic MRC is to provide training and technical assistance to educators and parents of Limited English Proficient (LEP) students in Service Area 3, which includes Delaware, the District of Columbia, Kentucky, Maryland, New Jersey, Ohio, Pennsylvania, Virginia, and West Virginia. The ultimate goal of the MRC is to increase the effectiveness of instruction so as to maximize LEP student learning and achievement.

The LEP populations in Service Area 3 range from 300 in West Virginia to over 49,000 students in New Jersey. The population has always been characterized by vast linguistic, socioeconomic, and cultural diversity. The region includes large urban centers such as the Washington, DC metropolitan area and Philadelphia with over 100 different languages each, and rural areas such as counties in West Virginia, with approximately 200 students from 10 different language backgrounds. The demographic shift from cities to rural areas has continued with the addition of more language groups moving away from major cities. The population has increased in most of the states in the service area.

Providing services to a region as diverse as Service Area 3 demanded flexibility of programs, continuous clarification of needs, and well thought out plans for internalizing and institutionalizing the training received. To accomplish this task, the MRC developed a Baseline Management Plan and a Service Delivery Plan which reflected the philosophy and goals of the MRC. In the current year of implementation, the MRC completed all of the deliverables stated in the Baseline Management Plan, conducted 93 major training and technical assistance activities and responded to 998 Quick Action requests. Participants in MRC training activities numbered 1653. Of this number, over 20 percent were Title VII recipients. While teachers were the most common participants (673), project directors and other administrators accounted for 32 percent of the total number of participants.

The major education reform movements of the past decades have initiated changes in curriculum, assessment measures, teacher training, and coordination of services among others. These factors combined with the increasing and shifting nature of the LEP population, have caused the MRC not only to broaden the range of information, training and technical assistance that it provides, but also to realign its human and financial resources to respond to the changing needs of the region.

The MRC devoted a major part of its training and technical assistance efforts to planning short term and long term staff development activities with SEAs and LEAs. In addition to meeting the demands of its clients, the MRC also devoted a great deal of time to helping SEAs and LEAs understand the new IASA legislation passed by Congress in October 1994. The new legislation generated numerous discussions on the impact of the law on services to LEP students.

In order to conform to current contract requirements and to start implementing the intent of IASA 1994, the MRC dramatically increased its coordination efforts with Chapter 1/Title I, Migrant, Indian Education, Drug-Free and Safe Schools and Communities Technical Assistance Centers, while it continued its collaborative efforts with sister MRCs, the Title VII Network, OBEMLA, Title IV DACs, and the IHEs.

During the current contract cycle, the MRC also continued to collaborate with SEAs and LEAs in planning and conducting inservice institutes for the region. In addition, the MRC participated actively in many professional development activities, and cosponsored many regional and state conferences. Among its many training efforts, the MRC continued to provide the forum for superintendents in the service area to network, receive and share information with each other. The Mid-Atlantic Superintendents' Leadership Council, started in 1992 under the sponsorship of the MRC, held its third Institute in Williamsburg, Virginia from September 18 - 20, 1995.

The MRC has made every effort to pre-plan with SEAs, to communicate frequently and work more directly with LEAs, and to facilitate the integration of formerly separate categorical programs. The MRC is very aware of the emphasis on proficiency testing and for "outcome based" education, and on the need to integrate technology into the educational process. MRC staff has therefore focussed more of its training efforts on the use of technology, including software, hardware, and online services such as the Internet.

The MRC began using the Internet e-mail to communicate with clients, client-collaborators and the field. Other uses of the Internet have helped the staff to remain abreast of the latest research and innovations in the field.

Major trends and issues facing the states and LEAs in Region 3 include changes in school governance, collaboration across programs, alternative assessments, assessment aligned to high standards and revised curricula, and the effective use of technology in educational settings. The MRC has worked with the various educational agencies in the Mid-Atlantic region to help them prepare to meet the challenges brought by the systemic reform movement.

Chapter 1 of the report describes the major activities of the past year; it includes documentation of the progress made and services performed with the SEAs and LEAs during the contract year. This chapter includes a state by state description of the service area, a description of the MRC and staff and other resources used to facilitate the implementation of the Service Delivery Plan.

Chapter 2 describes the major accomplishments, a focus on Administrators and mainstream educators, on Institutes, a major effort in coordination of activities with other agencies, and training in the use of technology.

Chapter 3 discusses Environmental Educational Changes in the area with concomitant trends and issues.

TABLE OF CONTENTS

EXECUTIVE SUMMARY i

LIST OF TABLES vii

LIST OF FIGURES vii

LIST OF APPENDICES viii

CHAPTER 1
MAJOR ACTIVITIES 1

1.1 DESCRIPTION OF SERVICE AREA 3 1

1.1.1 Demographics of the Region 1

1.1.2 Title VII Funded Programs in Region 3 8

1.1.3 State Characteristics 8

1.2 SUMMARY DESCRIPTION OF MRC SERVICES AND ACTIVITIES 36

1.2.1 Outreach and Coordination 37

1.2.2 Training and Technical Assistance 39

1.2.2.1 Content Areas of Training and Technical Assistance 39

1.2.2.2 Types of Services 42

1.2.2.3 Participants in MRC Services 45

1.2.3 Staff Development 48

1.3.1 MRC Staff 53

1.3.2 Consultants 60

1.3.3 Other Resources 61

CHAPTER 2
OUTCOMES AND ACCOMPLISHMENTS 63

2.1 OUTCOMES OBTAINED FROM MRC ACTIVITIES, ACCOMPLISHMENTS AND INNOVATIONS 63

2.1.1 Increased Services to Top Level Administrators 64

2.1.2 Increased Services to Mainstream Educators 67

2.1.3 Increased Focus in MRC Training Activities: Institutes 70

2.1.4 Collaboration With Other Agencies 73

2.1.5 Technology Training 75

2.1.6 Metro Network 78

2.2 SUMMARY OF CLIENT RESPONSES TO TRAINING AND TECHNICAL ASSISTANCE ACTIVITIES 79

2.2.1 Summary of Workshop Evaluations 79

2.2.2 Analysis of Client Responses to MRC Services 81

CHAPTER 3
ENVIRONMENTAL CHANGES: TRENDS AND ISSUES 85

3.0 INTRODUCTION 85

3.1 TRENDS 88

3.1.1 School Governance: Site-Based Management Teams, Charter Schools and Privatization 88

3.1.1.1 Site-Based Management 88

3.1.1.2 Charter Schools 89

3.1.1.3 Privatization 91

3.2 UNIFIED PLANNING AND COLLABORATION 92

3.3 PERFORMANCE BASED EDUCATION-PROFICIENCY TESTING 93

3.4 SEARCH FOR INNOVATIVE INSTRUCTIONAL TOOLS: "HIGH TECH" TRENDS AND COMPUTER TECHNOLOGY 94

3.5 IMPACT OF TRENDS IN SERVICE AREA 95

3.5.1 Impact of Changes in Governance 96

3.5.2 Unified Planning Process 96

3.5.3 Performance Based Proficiency Testing 96

3.5.4 "High Tech" and Computer Technology 98

3.5.5 The Tools and Processes of Technology 98

3.6 MRC RESPONSE TO TRENDS; IMPACT IN SERVICE AREA 99

3.6.1 Coordination with SEAs and LEAs 100

3.6.2 Training 100

3.6.2.1 Training on Technology 101

3.6.2.2 Training of Mainstream Educators 102

3.7 GUIDING PRINCIPLES: EQUITY AND EXCELLENCE 102

LIST OF TABLES

Table I — Distribution by School District and Total LEP Population as Compared with Total School Population by State 4

Table II — Number of Title VII Funded Programs by Type and State 1994 - 1995 . . 9

Table III — Content Area of Technical Assistance and Training and Quick Action Services by State 1994- 1995 41

Table IV — Technical Assistance and Training by Initial - Follow-up Activity / Type of Activity 1994 - 1995 43

Table V — Mode of Service 44

Table VI — Technical Assistance and Training Participants by Number and Type of Participants and by the State 1994 - 1995 46

Table VII — LEA/SEA Service Feedback Summary 82

LIST OF FIGURES

Figure 1 — LEP Student Population by State for 1994 - 199 5

Figure 2 — LEP Student Population by State for 1991 - 1992, 1992 - 1993, 1993 - 1994 6

Figure 3 — Percent of LEAs Reporting LEP Student Enrollment by State for 1991 - 1992, 1992 - 1993, 1993 - 1994 7

Figure 4 — Percent and Type of Participants in Training and Technical Assistance 1994 - 1995 47

Figure 5 — Affiliation of Participants 1994 - 1995 49

LIST OF APPENDICES

Appendix A	Summary Reports of MRC Activities
Appendix B	Annual Regional Conference and Coordination Meeting Program
Appendix C	Activities with Superintendents
Appendix D	Third Annual Superintendents Leadership Conference Program
Appendix E	Technology Training Materials
Appendix F	Workshop Evaluation Form
Appendix G	Service Feedback and Impact of Services Forms

CHAPTER 1

MAJOR ACTIVITIES

1.1 DESCRIPTION OF SERVICE AREA 3

The service area of the Mid-Atlantic Multifunctional Resource Center (MRC-3) includes the District of Columbia and eight states: Delaware, Kentucky, Maryland, New Jersey, Ohio, Pennsylvania, Virginia, and West Virginia.

1.1.1 Demographics of the Region

The LEP student population in the Mid-Atlantic Region (Region 3) continues to be characterized by linguistic, socioeconomic and cultural diversity. State population surveys of the past year showed increases in the total numbers of LEP students in most states in the Mid-Atlantic region. Some states were marked by a growth rate of 10 percent or more, with Maryland showing almost a 50 percent increase. Many of the new arrivals come from areas of Eastern Europe, Africa, and the Middle East, regions recently affected by war, famine and civil strife. Immigration from Central America has also not abated.

The Service Region is typified by large urban and suburban centers. These centers have attracted an increasing number of newcomer families; examples include the bedroom communities of New York City in northern New Jersey, the Washington, DC-Baltimore metropolitan area, the city of Philadelphia, and the Cleveland area in northern Ohio. Much of Maryland, Delaware, Kentucky, Ohio, Pennsylvania, Virginia and West Virginia are comprised of mostly rural districts.

Major language groups in the Service Area include Spanish and Southeast Asian languages, such as Vietnamese, Lao and Khmer. Asian languages such as Chinese, Japanese, Korean, Gujarati and Hindi are also represented in the student population. In addition, a more recent influx of immigration has brought speakers of several Eastern European and African languages. The predominant language in the region, other than English, is Spanish with immigrants from Puerto Rico and Central and South America settling mainly in New Jersey and Pennsylvania. Kentucky, Western Pennsylvania and Ohio have the highest concentration of Japanese speaking students.

There are some bilingual programs for speakers of Spanish and Vietnamese in the region, especially in the larger school districts such as Washington, DC, Philadelphia, Montgomery County in Maryland and New Jersey. However, bilingual programs for students who speak languages other than Spanish are scarce or non-existent.

As is the case for the nation as a whole, the growing number of linguistically and culturally diverse students has stimulated an ongoing interest and need for innovative instructional approaches; in addition, there has been an increased demand for teachers who are trained and experienced in working with diverse student populations. This factor, coupled with the current inclusionary education movement, is generating a spiraling demand for the "mainstream" educator to act as the teacher, mentor, counselor and instructional leader of this ever more diverse population. Targeted and focused in-service program designs, flexible pedagogical approaches, in-depth cultural sensitivity strategies, and appropriate use of technological advances must be included in any staff development activity for teachers who serve the language minority population. In response to the demand, school administrators have steadily increased their involvement in ensuring equitable access and outcome for language minority populations as well as other "at risk" student populations.

Table I shows the number of school districts in each state in Region 3, the number of districts reporting LEP students, the total public school population in each state, the total LEP population, and the LEP population as a percent of the total population for the 1993-1994 school year (these are the most recent available figures). **Figure 1** shows LEP populations by state.

Figures 2 and **3** show changes in the LEP population by state for the 1991-1992 to 1994-1995 period. **Figure 2** shows the changes in LEP populations of each state for the past four years, which dipped slightly in the 1992 - 1993 academic year, and then increased again last year and this year. **Figure 3** indicates that, in those states for which we have data, the percent of school districts reporting LEP students has generally continued to increase.

TABLE I

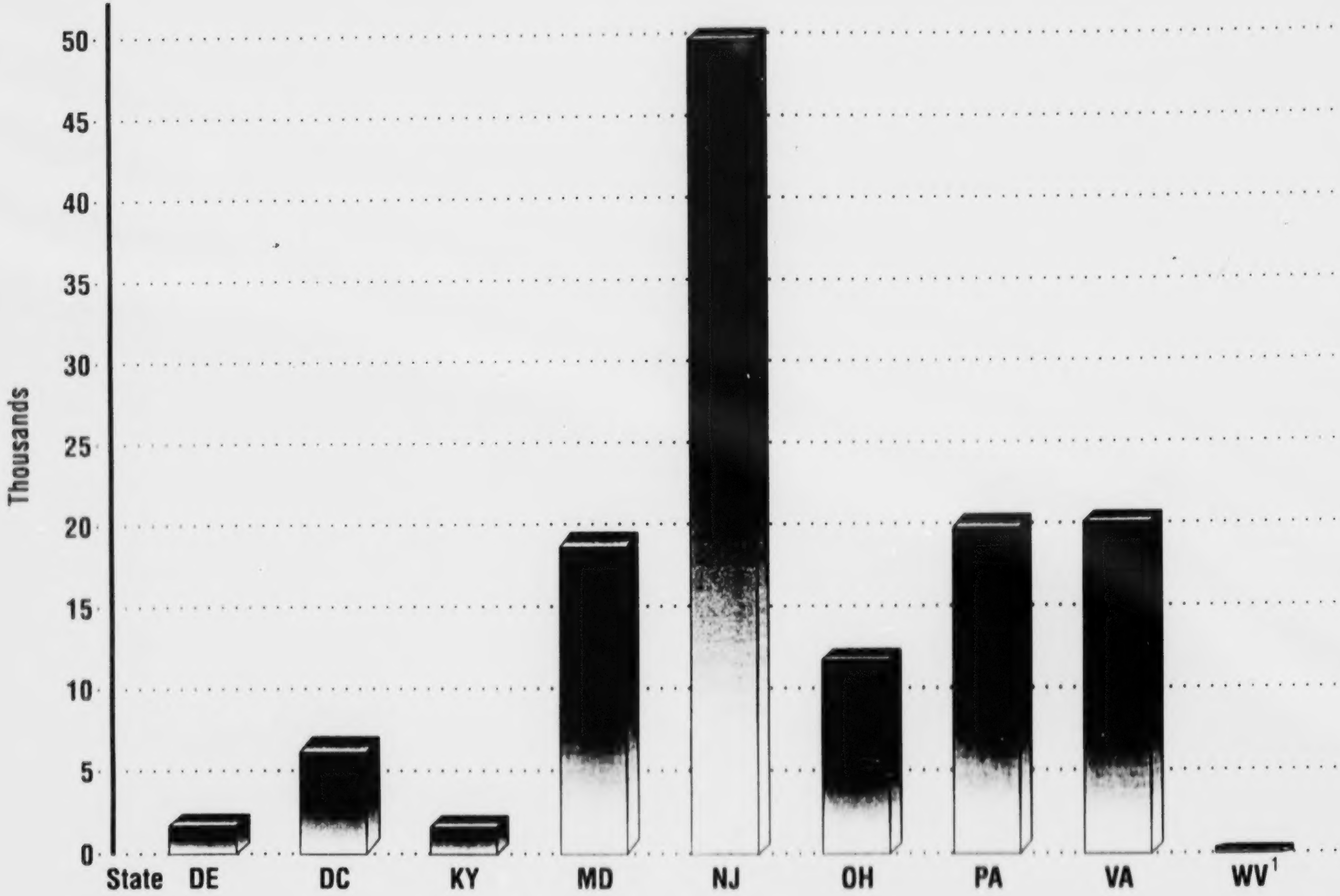
Distribution by School District and Total LEP Population as Compared with Total School Population by State

State	Number of School Districts	School Districts with LEP Students	Total Public School Population	Total LEP Public School Population	LEP Population as % of Total
Delaware	19	18	106,813	1,666	1.5
District of Columbia	1	1	80,450	5,151	6.4
Kentucky	176	54	751,780	x1,738	0.2
Maryland	24	23	736,238	18,505	2.5
New Jersey	595	470	1,151,610	49,676	4.3
Ohio	612	231	1,802,605	11,695	0.6
Pennsylvania	501	221	1,711,067	19,852	1.2
Virginia	133	96	1,060,807	20,096	1.9
West Virginia	55	N/A	311,008	304[1]	0.1

---

[1] Figure, for school year 1991-1992, is most recent available.

Figure 1
LEP Student Population by State for 1994 - 1995

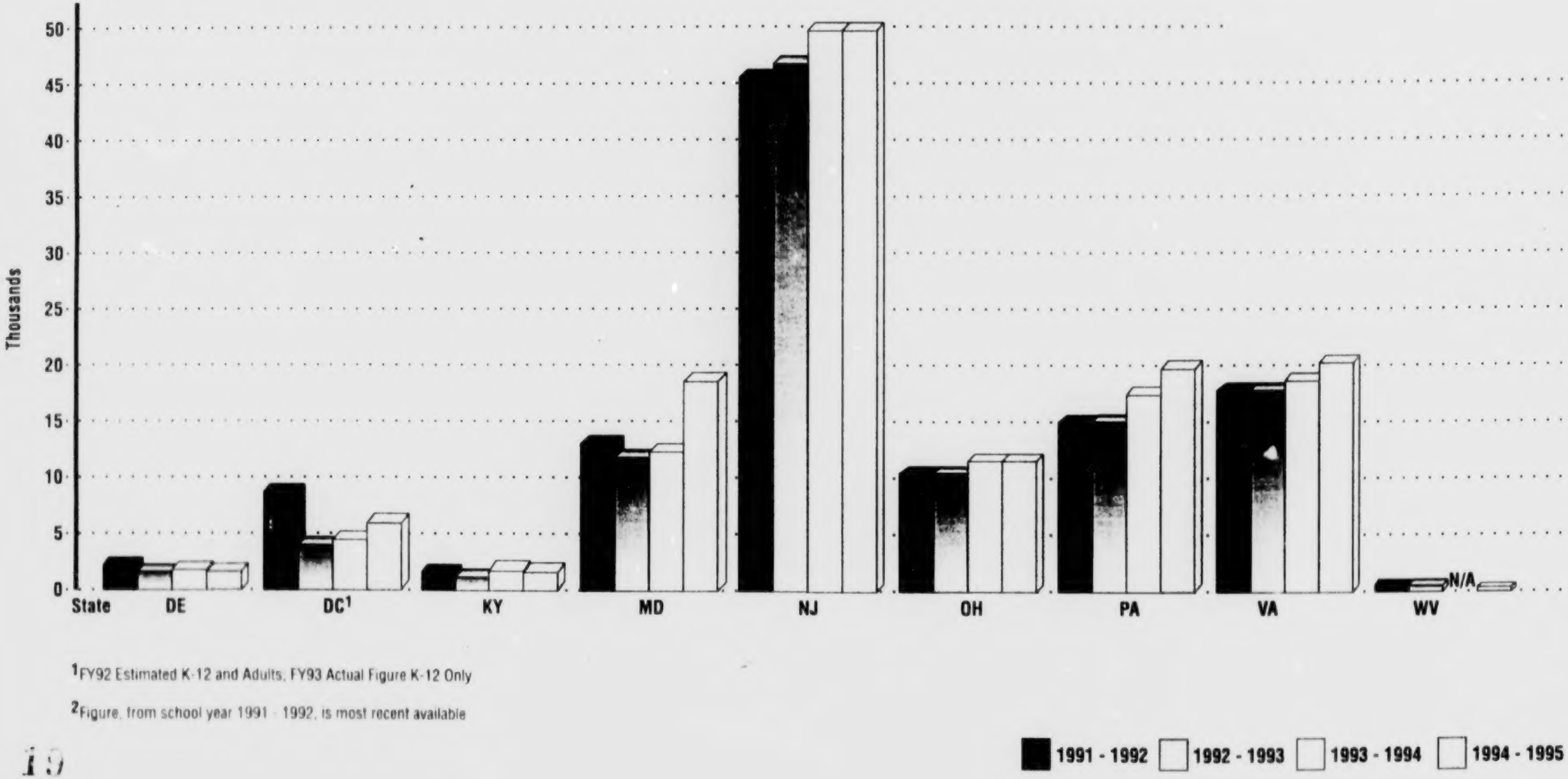


---

[1] Figure, from school year 1991-1992, is most recent available.

COMSIS, Mid-Atlantic Multifunctional Resource Center

Figure 2
LEP Student Population by State
for 1991 - 1992, 1992 - 1993, 1993 - 1994, and 1994 - 1995

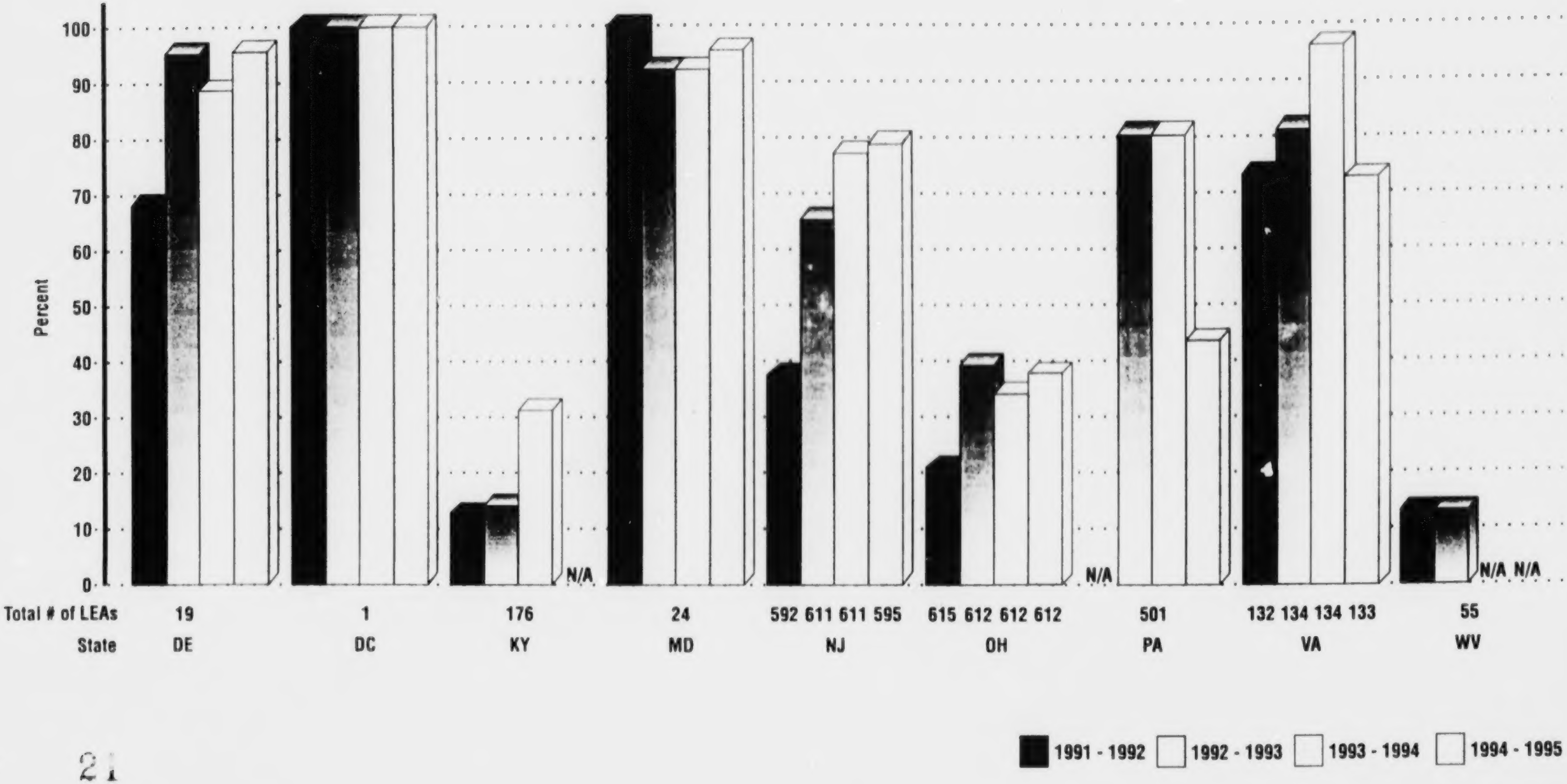


[1] FY92 Estimated K-12 and Adults; FY93 Actual Figure K-12 Only

[2] Figure, from school year 1991 - 1992, is most recent available

COMSIS, Mid-Atlantic Multifunctional Resource Center

Figure 3
Percent of LEAs Reporting LEP Student Enrollment by State for 1991 - 1992, 1992 - 1993, 1993 - 1994, and 1994 - 1995



BEST COPY AVAILABLE

COMSIS, Mid-Atlantic Multifunctional Resource Center

1.1.2 Title VII Funded Programs in Region 3

Agencies in Service Area 3 received a total of **44 Title VII grants** (not including the Evaluation Assistance Center - East) in the 1994-1995 academic year, of which 25 were classroom instructional projects (Developmental Bilingual Education, Transitional Bilingual Education, Special Alternative Instructional, Academic Excellence and Special Populations Programs); thirteen were training grants (Fellowships, Educational Personnel Training, Short Term Training, and Training Development and Improvement Programs). Six of the nine states in the Region received SEA Grants. **Table II** shows the distribution of Title VII grants by type and state. The types of grants are divided into **C**lassroom **I**nstructional **P**rograms (CIPs) and Secondary. This reflects the priority for service by the MRC.

1.1.3 State Characteristics

Over the past few years, major education reform movements have initiated changes in curriculum, teacher training, assessment, collaboration and partnerships in the region. These changes, combined with the continually shifting nature of the population, have caused the MRC not only to broaden the range of information, training and technical assistance that it provides, but also to realign its human and financial resources to respond rapidly to the changing needs of the region. Due to the continued high demand for options in instructional strategies and the requirement that mainstream educators be trained and retrained along with Bilingual and ESL personnel, the MRC has continued its thrust and emphasis on more targeted and long-term staff

TABLE II

Number of Title VII Funded Programs by Type and State

1994 - 1995

SERVICE AREA 3	TITLE VII										
	CIPs					Secondary					
	DBE	TBE	SAIP	AE	SPP	SEA	STT	TDIP	EPT	FLW	TOTAL
DE			1			1					2
DC	1	1	2			1	1		1	2	9
KY		1	2			1					4
MD	1		4			1			1		7
NJ	1		1			1			1	1	5
OH		1	2			1					4
PA	1		2	1					1	2	7
VA	1		2					1	1	1	6
WV											0
TOTAL	5	3	16	1		6	1	1	5	6	44

development activities. Once again, this focus was implemented in all states, and resources were adjusted to reflect changing needs and capacity building capabilities.As mentioned above, a major training need for the states in the past few years has been to train mainstream teachers. However, administrators and other personnel who come in contact with linguistically and culturally diverse students have also required support. Availability of financial resources often determined the amount and type of training that the MRC was able to provide. Multi-day institutes were planned for many sites in the region. Education reforms at the state and local levels combined with the directions taken by Goals 2000 and the new Improving America's Schools Act of 1994 (IASA) resulted in training activities targeted at supporting and implementing those reforms.

The MRC has worked not only with individual districts, but has also made a significant effort to collaborate with SEAs and IHEs in its training activities. As in previous years, the MRC continues to work closely with LEAs and IHEs to form consortia, and thus to combine diminishing resources with enhancing opportunities. The Washington, DC Metro Network, the Eastern Shore of Maryland Educational Consortium, the Mid-Atlantic Superintendents' Leadership Council, the International TESOL Conference and the Institute at the University of Findlay (Ohio) are all examples of dynamic MRC collaborative activities at multi-district levels.

A state-by-state overview and examination of demographic trends of the Region follow.

DELAWARE

Overview

Delaware is spearheading the education reform movement and implementing "systemic change" by developing, in the last three years, new curriculum frameworks under a state reform initiative known as "New Directions for Education in Delaware." These frameworks consist of four components: content standards, student performance standards, suggestions for appropriate learning events and instruction, and effective teacher practices. Also in 1994-1995, the Delaware SEA established a task force charged with (1) developing guidelines for LEA integrated improvement planning and (2) identifying indicators that will determine LEA progress with state and federal initiatives. Delaware is also working toward a system of statewide assessments. Exit assessments consisting of portfolios and standardized tests will occur in grades 3, 5, 8, and 10. The portfolios will be piloted in Title I schools. The exit tests will be used, in part, to evaluate how well the schools are progressing in helping all of their students to meet state student performance standards.

In terms of LEP students, Delaware continues to work toward the integration of language minority students into Title I. The "Unified Planning Process," part of the state reforms, requires Title I schools to evaluate current programs and to plan how to meet needs as identified by the evaluation. This type of planning represents a paradigm shift for many schools, and they will need technical assistance to accomplish both evaluation and planning. The Delaware "Unified Planning Process" requires Title I schools to begin to systematically work with language minority students, beginning with collecting and analyzing data on them. A first step will be for Title VII and Title I to consolidate their data collection. To better serve the LEP population, Delaware contracted the Center for Applied Linguistics for evaluation of the bilingual and ESL programs in the state in order to write recommendations for further programming and funding.

In terms of legislation, there was a movement toward English Only, which was passed by the legislature but vetoed by the governor. A modified version was submitted this year but was not passed. In response, there have been efforts made to voice support for local ethnic groups.

Demographics

Delaware has a relatively small LEP population of only 1,666 students out of a total school enrollment of 106,813 (less than 2 percent). Of these, 1,246 (75 percent) are being served by district LEP programs. The largest group of LEP students is located near Wilmington in the Red Clay School District. The population is primarily Hispanic, Caribbean, Asian and Middle Eastern. Both Red Clay and Milford School Districts have enrolled significant numbers of Hispanic students. School districts with high LEP enrollments include Red Clay (638), Christina (246), Indian River (139), Seaford (117) and Capital (114).

The 1,666 LEP students in Delaware represent 37 different language backgrounds. The six most commonly represented languages are Spanish, Haitian Creole, Korean, Chinese, Vietnamese, and Arabic.

Educational Conditions

Because many schools have very small numbers of LEP students, no specialized staff is available. The greatest need is to provide technical assistance and additional services in teacher training to the teachers and administrators in these schools.

Programs Serving LEP Students

Red Clay Consolidated School District has received a Title VII Transitional Bilingual Education Program (TBE) Grant for English and Spanish, which will go on until July 31, 1996. The SEA is the only other Title VII funded project in the state.

DISTRICT OF COLUMBIA

Overview

The District of Columbia is one of the most culturally and linguistically diverse cities in the United States. The public schools have identified 5,151 students as LEP, up from 4,436 the year before. The foreign student population comes from 148 different countries and speaks 116 languages. Non-public schools in the District of Columbia also serve LEP students, but accurate numbers and other data regarding these students are not available.

Such a diverse student population has complex cultural, linguistic, and educational needs. To meet the needs of this and other groups within the city, the school system has been undergoing dramatic restructuring over the past three years.

Demographics

The two most commonly spoken languages of the U.S. and foreign born language minority students in the District of Columbia are Spanish and Vietnamese. Many of the newcomers from rural parts of Vietnam and El Salvador are under-educated in their native language and lack academic skills. In addition, the District of Columbia is attracting a growing number of new families from other Central American countries, South America, Indochina, Asia, North Africa, and the Caribbean Islands.

Educational Conditions

The District of Columbia Public Schools (DCPS) system currently has one locally funded two-way or developmental bilingual program in Spanish at Oyster Elementary School. The Language Minority Affairs Branch has been working with principals at other elementary schools and at one middle school to establish Spanish immersion programs. Limited bilingual and native language instruction is available in schools with large populations of LEP students who speak Mandarin, Cantonese, Vietnamese or French. Almost all students identified as LEP receive ESL instruction. Additionally, those schools with large numbers of LEP students are beginning to explore various sheltered English programs.

The George Washington University has been contracted to conduct a bilingual retooling program for DCPS. Under this program, teams of teachers, ESL/bilingual, special education and mainstream teachers, administrators, and counselors who work with large numbers of language minority students are invited to attend a summer institute to learn about strategies to meet the educational needs of their students.

Programs Serving LEP Students

There were a total of nine Title VII grants (not including the Evaluation Assistance Center-East) in the District of Columbia. Four were classroom instructional projects (one Developmental Bilingual Project, one Transitional Bilingual Education Project, and two Special Alternative Instructional Projects). All of the classroom projects were awarded to DCPS. DCPS also had an SEA grant. The remaining grants are training grants (one Short-Term Training, one Educational Personnel Training and two Fellowships).

KENTUCKY

Overview

Kentucky has a small but growing LEP population of 1,738 students. Last year, the percentage of districts reporting LEP students doubled. The adjustments necessary to respond to this significant increase and spread of the LEP population are adding to those necessitated by KERA, the Kentucky Education Reform Act, implemented throughout the state in 1990 and which continues to change and develop. KERA has required radically different pedagogical and assessment approaches that apply to all students, including LEP students. These reforms are still being implemented.

Demographics

Kentucky's 1,738 LEP students are concentrated in Boone and Jefferson Counties and, to a lesser extent, in the Bowling Green (Warren County), Elizabethtown and Lexington areas. The rest of the LEP population is spread thinly throughout the state, with perhaps one or two students per school, often in very rural areas.

Available data indicate that Vietnamese is the most common language of the LEP population in the state (approximately 24 percent). The second most common language is Japanese (approximately 20 percent) followed by Spanish (approximately 16 percent). The remaining 40 percent of the population speak over 50 different languages from Eastern and Western Europe, as well as all parts of Asia and Africa. All of these other language groups, however, are represented by fewer than 100 students, the majority by ten or fewer. The newer arrivals are from Eastern Europe and regions of Africa that have been recently subjected to wars and civil unrest.

Educational Conditions

It is anticipated that the changes generated and implemented as a result of KERA will have an impact on LEP populations; educational strategies, process writing, journals, and portfolios, which are recommended for LEP students, are now being instituted for all students.

Limited professional resources are spread very thinly, with trained ESL staff frequently covering many schools over a large region. Since many schools do not have enough students to justify ESL staff, the MRC has been working with the State Education Department to help it reach its professional development objectives.

Programs Serving LEP Students

Kentucky has four Title VII programs: two in Louisville (a Transitional Bilingual Education grant and a Special Alternative Instructional Program grant), and a second Special Alternative Instructional Program grant in Boone County in northern Kentucky. The fourth grant is to the SEA.

MARYLAND

Overview

Maryland's LEP population has grown quite significantly over the last year, representing nearly 3 percent of the total student population in the state. Numerically, the overall LEP student population in public schools has grown from 13,951 to 18,505. In October, a new Title VII SEA representative was appointed. The SEA reported in November that there were 144 languages represented in the 24 school districts of Maryland. The state took several initiatives to increase collaborative efforts: within the state, between Title VII and Title I; on the regional level, with Kentucky (especially in the area of ESL instruction for rural school districts); and, using the services of the MRC, linking with other states to try to streamline reporting procedures regarding multilingual/multicultural student populations.

In the area of instruction, Maryland is planning to pilot a dual language program for an elementary school in Baltimore County. The Maryland legislature held hearings in March to consider Senate Bill number 260, "English Language Formal Recognition," also known as the "English Only Bill." Bills pending also included "Encouraging Citizenship," which is supported by the Governor's Group for New Americans, and one proposing increasing the LEP student appropriation to $800 per student, starting in 1995 (the current appropriation is $500 per student). In FY96 the amount of appropriation for instruction of LEP students will be based on the LEP student count in FY94. Maryland also participates in the national trends for downsizing and reorganization, assessment and proficiency testing (the SEA is addressing disparities among the counties' LEP assessment procedures by recommending various assessment tools to LEAs), integration of services, and collaboration across programs.

Maryland Functional Tests continue to have a sizable effect on LEP students at the middle and high school grades. These students must pass the tests in order to graduate from high school, but, as with all LEP students, it may take several years for them to "catch up" to their non-LEP peers and be able to succeed on the tests. However, special preparation for the tests is provided. Also of concern is the English Only legislation that was recently vetoed by the Governor but which clearly had considerable legislative support.

Demographics

Of Maryland's 24 school districts, only one (Garrett County) reports no LEP students. The largest concentrations of LEP students remain in the suburban areas adjacent to Washington, D.C. The two counties with the largest LEP populations are Montgomery County (9,880 LEP students, a 40 percent increase over last year) and Prince George's County (4,473 LEP students, an increase of nearly 34 percent over last year). Both counties have seen vast increases, with Montgomery registering 2,864 and Prince George's 1,125 new LEP students during the year.

The next largest concentration of LEP students in Maryland is in the Baltimore area, with the city having 440 LEP students, slightly down from last year's total number of 462, and the county showing a small increase from 1,310 LEP students to 1,385. But this slight increase or decrease is deceiving since Baltimore City registered 163 new LEP students and Baltimore County registered 516 during the year -- requiring a full range of services. Other counties with significant LEP populations include: Howard County (638), Anne Arundel County (423), Washington County (213), Frederick County (145) and Harford County (104).

The Eastern Shore area has been undergoing significant demographic shifts as well, and LEP students are appearing in slightly larger numbers in Wicomico (150), St. Mary's (98), Charles (79), Caroline (74), Carroll (69), Worcester (60), Cecil (59), and Kent (50) counties.

Out of 382 non-public schools responding to the SEA survey, only 25 reported LEP students, with a total of 187 LEP students (113, or almost two thirds, in Montgomery County).

Educational Conditions

While the student population of Maryland varies considerably, the results of standardized tests have shown a very high success rate across the board. Urban Baltimore students (LEP and mainstream), however, did poorly in the mathematics functional tests.

The range of academic performance for LEP students is quite broad; their academic success tends to reflect their educational and social backgrounds and requires a broad diversity of programs, from ESL programs to enrichment to basic literacy.

The Eastern Shore of Maryland has developed a consortium through Title VII that is training teachers to work with the migrant and other language minority students of the area.

The Baltimore City Schools' ESL Department has worked intensely with the content and ESL teachers, especially in math and science. The results of functional tests, in general, demonstrate the need for work in this area.

The formerly Title VII program in the Harford County area has been institutionalized and continues working with teams which include reading specialists and ESL teachers. Howard County has also worked to develop ESL support.

Programs Serving LEP Students

There were seven Title VII grants in the state of Maryland. Five were Classroom Instructional Program grants; four were Special Alternative Instructional Programs and one was a Developmental Bilingual Program. However, all four SAIPs have either terminated or will terminate before the end of September 1995. The SEA has a grant and one IHE has an Educational Personnel Training grant (in Mathematics and Science).

NEW JERSEY

Overview

The political and organizational changes within the state which created initial uncertainties about the status and programs for LEP students appear to have been mediated. The successful merger which established the Office of Bilingual Education and Equity Issues has broadened the objectives and scope of bilingual education and enabled the director to work with sister agencies within the State and with technical assistance agencies outside the state. The Strategic Plan for Systemic Improvement, in draft, broadly represents the state's regional, racial, ethnic and educational composition. Concern for the status of LEP children prompted a revision to the legislation early in 1995. The modification was to safeguard equity in the education of minority language children. State law requires that districts submit an annual program plan to the Office of Bilingual Education and Equity Issues. The plan describes the population and the services which will be implemented by the districts. The total number of plans to be reviewed for implementation in 1995-1996 is 507. In the 1994-1995 school year, the Office of Bilingual Education and Equity Issues sponsored a series of conferences in each of the three geographic areas of the state designed to interact with teachers and administrators regarding Goals 2000 and the impact on LEP students. Training of teachers and coordination of activities with Title I and other departments has been of major importance to the state.

Demographics

The New Jersey school enrollment was over 1.1 million students. Of this total, over 36 percent represents minority and immigrant enrollment. Immigrant students come from 129 countries. There has been a steady increase yearly in an overall geographic spread. In areas which were once primarily Asian, there are now LEP students of Hispanic background, which requires that teachers have some training in cross-cultural instruction. School districts must redouble their efforts to train an even greater number of professionals and paraprofessionals. Overall, Spanish remains the dominant language, with students coming from Puerto Rico, Cuba, the Dominican

Republic and Columbia primarily. However, there are 147,000 students from 21 Hispanic countries -- every Spanish speaking country in this hemisphere. The five northeastern counties of Essex, Hudson, Passaic, Bergen and Union City are more heavily impacted with Hispanics. In addition to Spanish, Portuguese, Gujarati, Korean, Vietnamese, Japanese and Arabic are dominant languages in the area. As mentioned last year, there are also pockets of Russian and Polish speakers in a number of districts.

The complexity of the programs in the state is exemplified in Bergen County, where, in the Garfield School district, three types of part-time bilingual program models are serving three language groups: Polish, Spanish and Macedonian.

Educational Conditions

Ninety-seven school districts have full- or part-time bilingual programs; 178 school districts have ESL programs and 232 school districts have English language services. These programs are allocated based upon the numbers of LEP students in a given district. The Office of Bilingual Education approves a variety of full-time program models and part-time program models as appropriate to the population. Staff development is geared wherever feasible to train ESL/bilingual and mainstream teachers in all of the counties.

A number of districts have been interested in applying for the school-wide and district-wide grants and have made inquiries of the MRC as to feasibility. Since the grant applications were late in coming, a number of districts were discouraged from applying.

Programs Serving LEP Students

There were two funded Title VII Classroom Instructional Programs in 1994-1995: a Special Alternative Instructional Program (SAIP) in its third year in Newark, and a newly funded Developmental Bilingual Education grant in Englewood. Two Educational Personnel Training (EPT) grants and one Fellowship program are also being funded at two local universities.

OHIO

Overview

Since 1986, Ohio has seen large increases in the LEP population. From approximately 6,000 LEP students reported in 1986, the number has jumped up to 12,627 LEP students in 1993-1994. Many of the students are recently arrived refugees and other immigrants.

Approximately 50 percent of the LEP population is Hispanic. Other ethnolinguistic groups with large concentrations of students include Asian/Indochinese, Arabic speakers, and Eastern Europeans. There are increasing numbers of students from the former Soviet Union and Ethiopia in the school districts of Columbus and Cleveland.

To reduce the burden on school districts, the SEA requests only demographic data contained in the OBEMLA-devised annual LEP survey form and the Emergency Immigrant Education Program annual survey form. The OBEMLA form does not include a breakdown by language nor the number of teachers who are certified. In addition, a computerized data collection system is being implemented, which reduces the amount of information which must be sent to the SEA on paper. Any request to school districts for new data outside of the reporting guidelines must be justified.

To stimulate local school improvement, Ohio nas adopted a framework entitled "Ohio Statewide Commitment for School Renewal," based on the development and flexibility of new systems and structures that emphasize: (a) high performance teaching and learning, as demonstrated through teacher facilitation of group processes and student construction of knowledge, thus creating a positive learning environment and encouraging students to develop intrinsic motivation to learn; (b) school-community collaboration, which aims to link parents, educators, students, and others into learning communities and to identify and integrate all available community resources to support learning; and (c) a sustained professional development infrastructure that builds on collegial networks for sharing expertise.

A revised draft set of state Pre-K - 12 learning standards has been developed by the SEA with assistance from a broad-based advisory board. Public comment and legislative approval processes will mean that the new standards may not be fully implemented before spring 1997.

In the meantime, districts will continue using the 1983 standards and competency-based education guidelines. Presently, students are tested with statewide proficiency tests in reading, math, science, citizenship, and writing in grades 4, 6, 9 and 12. Passing the 9th grade test is required for a high school diploma. LEP students are permitted to use dictionaries and to have extra time during state proficiency tests; seniors who have not passed the tests may also take the tests orally. In revising the Ohio draft on the core standards relating to measurement, assessment and validation of learner performance, the Learner's Outcome Panel, encouraged by the Lau Center, made the revised standards sensitive to the special needs of language minority students, specifying entry and exit criteria for alternative programs, and designing and implementing assessment systems which are sensitive to linguistic and cultural diversity. The school districts are to ensure that the curricula provide flexibility to address the "breadth, depth and pace of language development and learning."

Demographics

The Ohio SEA reports that in 1993-1994 there were 12,627 LEP students in 224 of the 612 Ohio public school districts, a number representing a nearly 10 percent increase over the 1992-1993 school year. The number of school districts reporting LEP students, 224, is down from 236 the previous year. However, this is most probably an artifact of the collection process, as a number of districts had not yet reported to the SEA at the time of this writing. In 1993-1994, 9,695 LEP students were enrolled in instructional programs specifically designed to meet their educational needs; 2,932 LEP students in public school were not enrolled in such programs.

Many districts find that their LEP students need intensive academic support. Akron has a large refugee group from Vietnam, Cambodia and Laos. These are "at-risk" students, with little or no English, whose parents lack formal education, and who receive public assistance. Youngstown, with one of the highest unemployment rates in the nation for adults and youth, has a large Hispanic LEP population. Cincinnati is a resettlement site for Cambodian refugees under the Cambodian Cluster Project.

In 1993, Columbus had an eligible immigrant LEP population of approximately 679 from 52 nations, the largest group from Southeast Asia (273). Cleveland had approximately 778 eligible immigrant students from 58 nations, the largest group from Eastern Europe (246). These figures for Columbus and Cleveland do not represent the total number of LEP students within the school population, but only "Eligible immigrants" under the Emergency Immigrant Education Assistance Program. Thus this figure does not include native-born Puerto Rican or Mexican American LEP students or other immigrants.

Educational Conditions

The three overriding issues for the SEA in Ohio are proficiency testing, school improvement and restructuring. All high school students, including LEP students, must take the proficiency tests unless they are granted a temporary waiver. Although there may be a waiver for first-level ESL students, all must pass the ninth grade proficiency test by the end of twelfth grade to receive a "regular" high school diploma. The twelfth grade proficiency tests, used by most districts as one of the criteria for a diploma of commendation, were administered to all eligible 12th grade students in February 1995. In addition, a fourth grade test was field-tested in the spring of 1995; the sixth grade test, field-tested in the spring, is scheduled to be administered in March 1996. The fourth and sixth grade tests are used to identify students who will need intervention in the subsequent grades; they are not used for grade promotion purposes.

The Ohio State Ninth Grade Proficiency Tests have had a great impact on LEP students in the state. Students are tested in math, reading, writing and citizenship. A science test was added in 1994.

Efforts are currently underway by the Lau Resource Center to promote "multicultural education" around the state. State guidelines are being drafted, and efforts are being made to coordinate multicultural education with ESL. The impact that this will have on the education of LEP students is not yet evident.

A great deal of restructuring is currently underway at the Ohio State Department of Education. The Lau Center, no longer designated as part of EEO (Equal Educational Opportunities), now falls under "Student Development", and the Lau Center title has been modified to read "Lau Resource Center for ESL and Bilingual and Multicultural Education." The Student Development division includes departments such as "Career Development", as well as "Guidance Counseling and Development", and "Prevention, Health, and Family Involvement". This means that the

Director of the old EEO has increased responsibilities, beyond the Lau, Effective Schools, Equity and Urban Programs.

School restructuring has been aided by grants designated by the Governor. These "Ohio Venture Capital Grants to Restructure Schools" are set at $25,000 per school for five years. The grant proposals must address school improvement issues, including teaching and learning, staff development, assessment, governance, and organization, with an emphasis on professional development. They must be based upon an existing model (e.g., North Central Schools, Comer Model, Coalition for Essential Schools) and must demonstrate that they have community and school staff support.

Programs Serving LEP Students

Three LEA Title VII projects were operating in 1994-1995, two of which were Special Alternative Instructional Programs, and one a Transitional Bilingual Education Program. All three, however, terminated this year. As in previous years, the SEA also has a Title VII grant.

PENNSYLVANIA

Overview

There has been a steady increase in the LEP population in Pennsylvania of approximately 2,000 students from 17,290 to 19,872 students, according to a demographic survey from the state. The distribution of LEP students continues to be both rural and urban. As a result, many districts in Pennsylvania need services for LEP students. While most of the LEP students are Spanish-speaking, there is also a broad diversity of languages and cultures, including Korean and Southeast Asian languages. Russian, Serbo-Croat and Bulgarian speakers represent a new presence in the state, especially in the Philadelphia area, as those populations leave war-torn areas of middle Europe.

Demographics

Like other states in the region, Pennsylvania has an LEP student population in both urban and rural areas. State data indicate that almost 50 percent, or 221 of the 501 districts in the state have LEP students. Each of the districts has some kind of program to serve the students. The programs may range from school-based ESL teachers to itinerant teachers; some intermediate units serve multiple districts in more rural areas where the numbers remain small while other districts rely on volunteer literacy programs.

Pennsylvania also has a large rural migrant population, of which 90 percent are Hispanic from Florida, Mexico and Texas, but with an increasing number of Vietnamese and Cambodian migrant workers. The Pennsylvania Migrant Education program currently serves some 8,000 migrant students. With a new Federal impetus to work collaboratively, the MRC has been involved in finding ways of working with the Migrant population who are LEP.

Educational Conditions

The largest educational shift has been the continued movement toward performance-based standards, curriculum regulations, and statewide assessments in reading, writing and mathematics. By state regulation, Pennsylvania will, by 1999, have performance-based assessment in place. Certification and placement of trained teachers in ESL or in bilingual education remains an issue. There has been interest at the state level in voucher programs and in the establishment of charter schools. Site based management has been a general trend. This movement toward school-based control rather than central services is most apparent in the larger cities of Pittsburgh and Philadelphia. Philadelphia, currently restructuring, has improved goals and objectives for their Spanish magnet school, improved in their selection of appropriate materials and in greater attention to staff development. In rural areas there is a continuing need for ESL teachers for whom training must be provided on site.

Programs Serving LEP Students

Most programs are ESL-oriented. The Title VII projects in Pennsylvania include two Special Alternative Instructional Program grants, one of which is an intensive summer school program, a Developmental Bilingual Education Program grant at the middle school level, and an Academic Excellence Program. In addition, there are two training Fellowships. The SEA does not receive a Title VII grant.

VIRGINIA

Overview

Virginia has had a steady increase in its language minority population, which has, over the past decade, grown from just over 10,000 students to the current total of 20,096.

Demographics

The largest concentration of LEP students remains in northern Virginia, especially Fairfax and Arlington counties, and Alexandria City. These areas are located near Washington, DC, and contain 75.9 percent of the state's LEP population. The next largest populations are in the Tidewater and Richmond areas, with 9 percent and 6 percent respectively.

Virginia's LEP population is highly varied in countries of origin and educational backgrounds. There is little change in the major language groups: Spanish (48.9%) and Vietnamese (12.1%) predominate; Korean (6.8%), Chinese (3.5%), Urdu (3.4%), Tagalog (3.2%), Persian (2.3%), and Khmer (2.2%) with middle European languages are beginning to emerge. In all, there are now over 100 language backgrounds represented by students in Virginia.

More school districts in Virginia are reporting LEP students for the first time, repeating the demographic pattern seen in the rest of the region. In 1989, 64 percent of the districts reported ESL students. That number has now risen to 96 percent.

Educational Conditions

As the population continues to grow, teacher training needs in both urban and rural areas have increased as well. The SEA has been involved in trying to meet some of the training needs, especially for districts that have never had LEP students, by offering courses through distance learning. In addition, there are migrant students, especially in the Shenandoah and Eastern Shore areas who are on a very different calendar of activities and require special summer programs and services. These areas have an acute need for trained staff and are moving forward to address these needs through increased staff training activities. The MRC has worked this year with ESCORT, the Migrant Program Coordination Center, in presenting staff development workshops for teachers in the Eastern Shore region.

The state is undergoing changes under a new governor who is opposed to many of the earlier reform efforts. Assessment is a major issue as is the question of block scheduling. There has been coordinated effort with Title I and there is an assessment need under Title I for LEP students.

Bilingual education programs have continued to be popular in Northern Virginia, where some schools have developed partial immersion bilingual programs. Many schools in the same region have developed special innovative and effective programs of ESL in the content areas. In the rest of the state, however, bilingual programs do not exist and even ESL services are minimal.

Programs Serving LEP Students

The SEA has continued to provide an opportunity to those who serve LEP students to remain informed and to network. The larger school districts in northern Virginia have well-developed programs. However, the rest of the state still needs to develop services. There is a total of five Title VII projects this year, three Classroom Instructional Programs (one Developmental Bilingual Education grant and two Special Alternative Instructional Program grants) and two training grants (one Educational Personnel Training and one Fellowship). All of the grants are located in northern Virginia.

WEST VIRGINIA

Overview

West Virginia has a small limited English proficient student population scattered throughout the mostly rural state. This makes the provision of services difficult, with most LEP students being served by a reading specialist, speech therapist, resource teacher or other teacher who may have had some course work related to ESL methodology, some in-service training, or no special training.

Demographics

The most recent figures available, 1994-95, indicate that the total school enrollment was 311,008. The most recent enrollment figures for limited English proficient students date from 1991-92; there were 304 LEP students reported in the state. At that time, LEP students were rather evenly distributed between the secondary and elementary grades. The largest language group represented in the state was Spanish at 39 (14%), followed closely by Chinese (Cantonese and Mandarin) at 30 (11%), Arabic at 28 (10%), Asian subcontinent (Hindi, Urdu, etc.) at 26 (10%), and Japanese at 25 (9%). While an accurate count has not been made since that time, anecdotal information from the SEA and from LEAs calling the MRC for assistance seem to indicate that the number of LEP students has increased, as has the number of districts enrolling LEP students.

Kanawha County and the eastern panhandle of the State appear to have the largest concentrations of LEP students, with Harrison County and other districts anticipating the arrival of many students as federal government offices and private corporations are relocated into the region (e.g., the FBI fingerprint center).

Educational Conditions

West Virginia University currently offers teacher training courses that address English language instruction, but the focus is on adult ESL methodology. The West Virginia SEA no longer has a Title VII grant and is not currently collecting data on limited English proficient students statewide.

MRC services in West Virginia have included telephone discussions with the SEA concerning trends in the state, as well as telephone consultations with LEAs who have requested information. A package of materials on working with LEP students was developed and sent to several LEAs who received their first LEP students during the past year.

Programs Serving LEP Students

During 1994-1995, there were no Title VII grants in West Virginia, and only minimal services are available to LEP students in the state. Kanawha County, which includes Charleston, has two itinerant ESL teachers that serve students in schools scattered throughout the county. The SEA continues to act as a central point of contact in the state and provides the LEAs and individual teachers with resources from a lending library upon request.

1.2 SUMMARY DESCRIPTION OF MRC SERVICES AND ACTIVITIES

The COMSIS MRC has strived to provide its clients with as much customized service as possible. The diversity of the Service Area is reflected in the variety and flexibility of MRC services. Services vary in type and content, and are flexible in design, delivery and types of participants. This variety demonstrates the responsiveness of the MRC in meeting the training needs of its clients and the changing educational conditions of the region. Highlighted in this summary are the following tasks: Outreach and Coordination, Training and Technical

Assistance, and Staff Development.[1] A computer generated Summary Report of Training and Technical Assistance for 1994-1995 is attached as **Appendix A** of this report.

1.2.1 Outreach and Coordination

Outreach and Coordination Activities are divided into four subtasks: the Annual Regional Coordinating Meeting with the SEAs, the Annual Regional Conference, Services to Educational Administrators and Other Outreach and Coordination Activities with Chapter 1/Title I, Safe and Drug-Free Schools and Communities, Indian Education and Migrant Education (ESCORT) technical assistance centers.

SEA Coordinating Meeting

The Annual Coordinating meeting, held in November of 1994, was an immense success, with most of the nine SEA coordinators eagerly comparing and contrasting issues and problems from their respective states. The MRC director and staff met with the SEAs as a group and individually to discuss the needs in their states, for coordination of services, and to negotiate the Letters of Agreement.

---

[1] All numbers and descriptions of MRC services in this report are for the period October 1, 1994 to August 31, 1995. A complete report of services for September 1995 will appear in the quarterly report for that period.

Regional Conference

The Annual Regional Conference was held in conjunction with the SEA Coordinating Meeting on November 3-4 in Washington, DC. The theme of the conference was "Educational Legislation: Its Impact on Programs and Services." Participants had the opportunity to address many of their concerns about the sweeping educational reforms during this conference. Project directors from the Mid-Atlantic region attended, as did representatives of the National Goals Panel, the US Department of Education and OBEMLA, Migrant Education programs, the Evaluation Assistance Center, the Mid-Atlantic Equity Consortium, Regional Centers for Drug-Free Schools and Communities, and Chapter 1 Technical Assistance Centers. The agenda for the Regional Coordinating Meeting and the Regional Conference is included as **Appendix B** of this report. Featured speakers were Dr. Thomas Payzant of the Department of Education and Dr. Cindy Prince of the National Goals Panel. Representatives from various agencies in the Mid-Atlantic region facilitated three concurrent small group discussions: building collaborative partnerships; the impact of new legislation on assessment; and equity and opportunity to learn.

Services to Educational Administrators

In contract year 1994-1995, the MRC had numerous contacts with administrators, and assisted them in reaching out to others. Much of this was in connection with the Mid-Atlantic Superintendents' Leadership Council activities and planning related to these activities. The MRC worked on expanding the participation of superintendents in the Leadership Council to increase awareness, enhance knowledge and augment support for programs for LEP students. The MRC also expanded its efforts to include other administrators in its training and technical assistance activities. **Appendix C** includes MRC activities with Superintendents' Leadership Council. The program of the Third Annual Institute of the Mid-Atlantic Superintendents' Leadership Council appears as **Appendix D**.

Other Outreach and Coordination

Major outreach and coordination efforts included increased contacts and coordination of services with Title I and Migrant programs, in anticipation of full implementation of the Improving America's Schools Act, which will combine technical assistance to most of its funded programs. The MRC also met with several consortia, among them the Metro Network of the Washington area and the Eastern Shore of Maryland Educational Consortium. In addition, several of the SEAs are engaged in statewide network efforts, and the MRC has been an integral part of networks in Kentucky, Ohio and Virginia. These outreach activities help assure that potential clients are in contact with and utilize the services of the MRC.

1.2.2 Training and Technical Assistance

The training and technical assistance provided by the MRC can be viewed in three dimensions: content areas, types of services, and types of participants served. Each dimension will be summarized below.

1.2.2.1 Content Areas of Training and Technical Assistance

Major Training and Technical Assistance

The content area classifications of training and technical assistance used by the MRC include classroom and administrative concerns. **Table III**[2] shows the eight content classifications and the number of Quick Action services by state. Reflecting the MRC emphasis on provision of technical assistance to build capacity and on facilitating the changes made necessary by the Improving America's Schools Act, 22 of the 93 training and technical assistance services, almost one-fourth, were focused on planning. The next largest groups were "other" (20), "methods of instruction" (16) and "curriculum/instructional materials" (11). The large number of "other" topics represents the degree to which the MRC tailors its training and technical assistance to meet the needs of individual clients. The latter two categories reflect that teachers were the largest group of participants (see **Figure 4**).

Quick Actions

Quick Action services numbered 998. The distribution of these services across the states roughly parallels that of the training and technical assistance services, and Quick Actions are in approximate proportion to the number of grants in each state. A number of Quick Action (201) and training and technical assistance services (15) were performed in "other" states. This other category includes presentations at national conferences such as the OBEMLA Institute/NABE Conference in California. Also included in this category are services performed for OBEMLA,

---

[2] All Tables III - VI and Figures 4 and 5 include activities performed under Tasks 3.3, 3.4, 5.1, 5.2 and 5.3. Data for each individual task are included in **Appendix A**.

TABLE III

Content Area of Technical Assistance and Training and Quick Action Services by State

1994 - 1995[1]

SERVICE AREA 3	Curriculum/ Instructional Materials	Educational Technology	Methods of Instruction	Program Administration	Program Design	Theory/ Research to Practice	Planning	Other	SUB-TOTAL	Quick Action Services	TOTAL
DE	1					2	2		5	64	69
DC			4		4		3	3	14	176	190
KY			3			1	1	5	10	61	71
MD	3	1	3		1	2	2	1	13	144	157
NJ			1	1	1		3	2	8	90	98
OH	3	3	3				3		12	76	88
PA		2				2	6	3	13	88	101
VA			1					2	3	62	65
WV										36	36
OTHER[2]	4		1	1	3		2	4	15	201	216
TOTAL	11	6	16	2	9	7	22	20	93	998	1091

---

[1] Data from 10/01/94 to 8/31/95 only.

[2] Includes services at national and regional conferences, for OBEMLA, sister agencies and associations (e.g., the OBEMLA Management Institute workshops, Metro Network meetings, and activities with DACs).

COMSIS, Mid-Atlantic Multifunctional Resource Center

BEST COPY AVAILABLE

for our sister agencies (e.g., other MRCs, EACs, NCBE, Desegregation Assistance Centers) and for various consortia and certain multi-state associations (e.g., the Metro Network, WATESOL, AASA).

1.2.2.2 Types of Services

Tables IV and **V** describe various aspects of MRC training and technical assistance activities. The upper section of Table IV shows that almost two-thirds of the MRC services were initial services, with the remainder following up previously delivered services. An initial service could refer to an activity with a client never before served as well as to an activity on a new or different topic with a previously served client. The lower section of Table IV shows that over half of MRC services (54) were conducted for single school districts, while over one-fourth were state-wide activities (24). The remainder of the training and technical assistance services were national and multidistrict events, such national and regional conferences (10 and 5 respectively). This allows the MRC to reach both Title VII and non-Title VII audiences in a cost effective way. Services at national and regional forums allow the MRC to reach out to a wider audience.

Table V shows the mode of service provided by the MRC. Quick Action responses, responding by telephone, fax, mail, in person or via electronic mail (e-mail), are the most common type of service provided (998). This allows the MRC to provide a wide range of services across all nine states in the Mid-Atlantic region in a cost-effective manner. Following this is training delivered by MRC staff and consultants (51 sessions), reflecting the high level

TABLE IV

Technical Assistance and Training by Initial - Follow-up Activity / Type of Activity

1994 - 1995[1]

INITIAL - FOLLOW-UP	TOTALS
Initial Activity	60
Follow-up Activity	33

TYPE OF ACTIVITY	TOTALS
National Activities	10
Statewide Activities	24
Multidistrict Activities	5
Single District Activities	54

---

[1] Data from 10/01/94 to 08/31/95 only.

TABLE V

Mode of Service

	1994 - 1995[1]
Coordination -	**24**
Assistance to Administrators	4
Other Outreach and Coordination	20
Quick Action -	**998**
Technical Assistance -	**35**
Consultation	8
Planning	20
Other	7
Training -	**51**
Core Workshop	32
Speech	2
Topic Sequential Workshop	8
Exchange	1
Other .	8
TOTAL	**1,108[2]**

[1] Data from 10/01/94 to 08/31/95 only.

[2] Some activities under coordination are also included as topics under Technical Assistance or Training.

of service provided by the MRC. Other types of services which were provided included technical assistance (35 instances) and coordination (24). Closer inspection of the table shows that the highest sub-categories are "core workshop" (32) and "other outreach and coordination" and "planning" (20 each). These last numbers represent significant increases over last year, with "other outreach and coordination" more than double the number for the previous year (9) due to the increase in collaborative efforts with Chapter 1/Title I, Migrant Education, Drug Free and Safe Schools and Communities, and other technical assistance centers in the region.

1.2.2.3 Participants in MRC Services

Participants at MRC activities are asked to identify themselves in various ways on the Workshop Feedback forms and on sign-in sheets. In some instances, when the MRC service feedback forms and sign-in sheets were not used, the information was estimated by the service provider. **Table VI** shows the number, category and affiliation of participants at MRC activities by state.

The first category indicates whether or not the participant is a recipient of Title VII funding. Almost one-fourth of the more than 1,600 participants at MRC activities are Title VII funded. The largest group of participants (673) were teachers, and one-third (530) were project directors or other administrators. The MRC has responded successfully to the need to include administrators in MRC activities. Parents, aides or instructional assistants, students and "others" also participated in MRC activities. **Figure 4** shows the relative distribution of the types of participants.

TABLE VI

Technical Assistance and Training Participants by Number and Type of Participants and by State

1994 - 1995[1]

SERVICE AREA 3	Funding			Type of Participants								Level of Participants				
	Title VII	Non Title VII	Unavailable	Teachers	Aides	Students	Parents	Project Directors	Other Administrators	Others	Unavailable	LEA	SEA	IHE	Others	Unavailable
DE	7	61		57				3	3	5		61	5		2	
DC	12	144		35		23	3	12	77	6		39	38	24	49	6
KY	92	69		111				17	28	4	1	137	22	1	1	
MD	77	108		119				50	12	4		171	7	1	6	
NJ	11	7	25	6	2			1	9	0	25	14	2		2	25
OH	87	150		152	9	11	3	24	28	8	2	212	8	17		
PA	63	69	22	44	8			28	46	28		145	6	3		
VA	6	65		31	1	1		28	6	4		66	2		3	
WV																
OTHER[2]	20	248	310	118	25		35	38	120	28	214	185	56	6	41	290
TOTAL	375	921	357	673	45	35	41	201	329	87	242	1030	146	52	104	321
COMBINED TOTALS	1653			1653								1653				

---

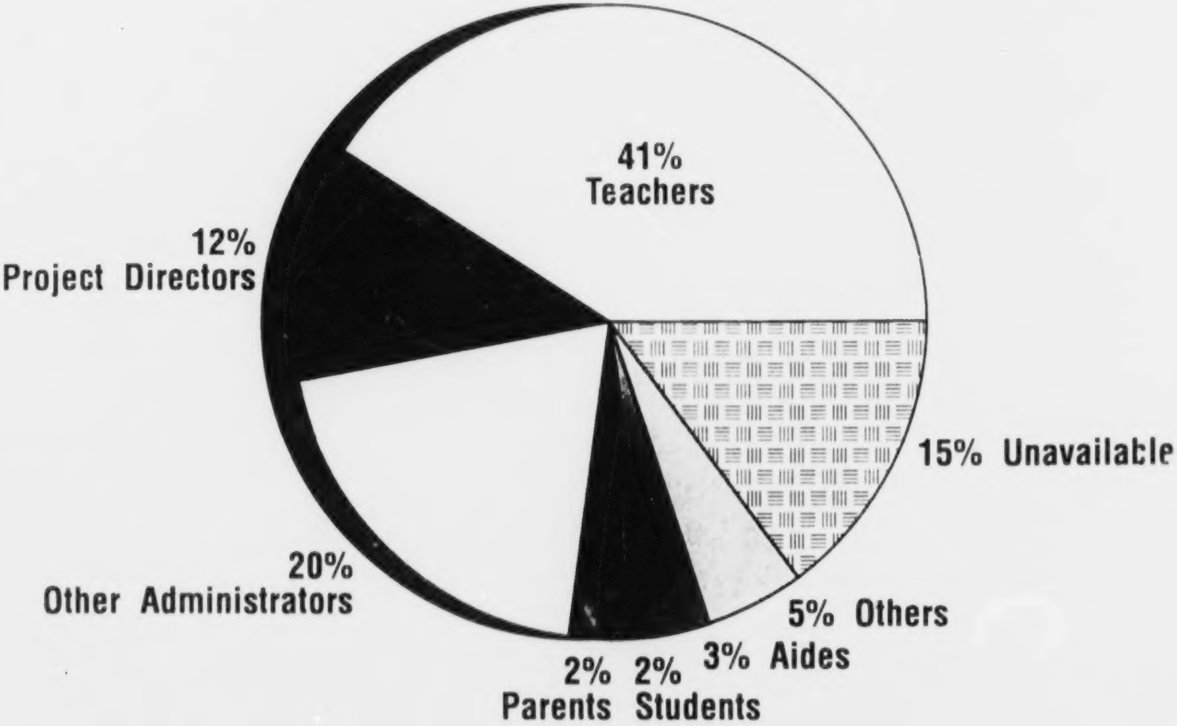
[1] Data from 10/01/94 to 08/31/95 only.

[2] Includes services at national and regional conferences, for OBEMLA, sister agencies and associations (e.g., the OBEMLA Management Institute workshops, Metro Network meetings, and activities with DACs).

COMSIS, Mid-Atlantic Multifunctional Resource Center

BEST COPY AVAILABLE

Figure 4
Percent and Type of Participants in Training and Technical Assistance
1994 - 1995[1]



N = 1653

---

[1] Data from 10/01/94 to 08/31/95 only.

BEST COPY AVAILABLE

The next category is the affiliation of participants. As expected, over 60 percent or 1,030 of the participants were affiliated with an LEA. The next largest identified group is SEAs (146). The "other" group (104) includes OBEMLA personnel, staff from sister agencies, non-public school staff and staff of various associations and organizations. **Figure 5** indicates the relative proportion of each group.

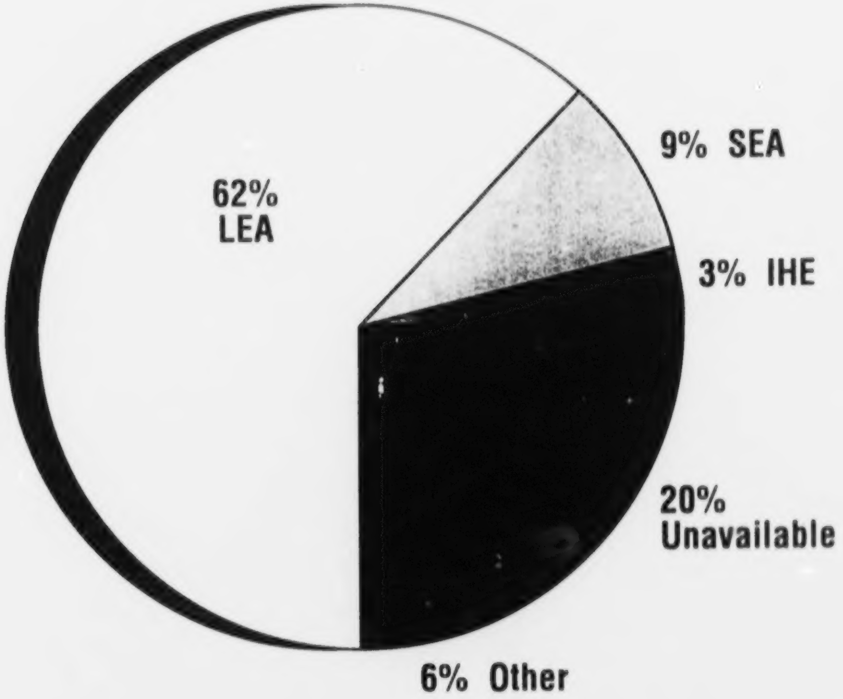
1.2.3 Staff Development

Staff development activities are highlighted below.

OBEMLA National Professional Development Institute/NABE Conference

The OBEMLA National Professional Development Institute and Annual NABE Conference were held in February, 1995 in Phoenix, Arizona. At the Institute, MRC staff served as facilitators and recorders for several sessions. The MRC also organized two Institute presentations: one on rural and urban districts with small numbers of LEP students ("low impact areas"), and the other on superintendents as motivators and advocates. As a result of the interest expressed in the "low impact" session, the MRC and the Baltimore LEA are forming a special interest group on the topic. Participants at the superintendents' presentation suggested that the information provided by the superintendents merits national dissemination through a videotape of the session. MRC staff also attended the technical assistance coordination meeting which focused on collaboration among agencies providing technical assistance to LEAs. Conference participation allows MRC staff members to renew their skills, and to learn new strategies and techniques from

Figure 5
Affiliation of Participants 1994 - 1995[1]



---

[1] Data from 10/01/94 to 08/31/95 only.

BEST COPY AVAILABLE

their colleagues and from experts in the field of Bilingual Education, English as a Second Language and related fields. The information and presentation skills observed are often put into use in training and technical assistance to MRC clients.

CALICO

Three staff members participated in the Computer Assisted Language Instruction Consortium (CALICO) '95 Annual Symposium held in Middlebury, Vermont in June. The symposium, which drew participants from as far away as Japan and Australia, included presentations on incorporating the Internet into language teaching, multimedia packages which integrate the teaching of reading, writing and culture, and software which facilitates authoring such multimedia packages. Some of the multimedia materials incorporate instructional methods which teach language in context. One example of this is software in which the target language is used for instructions and menu screens in a program for Italian students learning English; contextual and visual cues, as well as explicit instruction on using such cues, help learners to stretch their L_2 proficiency. The software explicitly teaches them metacognitive language learning skills which they can use in all language learning, whether computer-assisted or "live."

Since the symposium, MRC staff have presented several workshops on educational technology, demonstrating the uses of the Internet and providing the opportunity for participants to search for information via the World Wide Web.

TESOL

The MRC sponsored and presented a colloquium on ESL special education at the annual TESOL conference in Long Beach, California. In addition to presenting at and assisting TESOL with its Annual Conference, MRC staff attended several sessions at the week-long event.

OBEMLA/OESE Conference

MRC staff participated in the joint OBEMLA/OESE Conference in Baltimore, Maryland. In addition to facilitating two sessions: "Title VII and Goals 2000" and "Title VII and Technology," staff participated actively in sessions on the proposed ESEA bill and its impact on the educational systems in the region and the provision of technical assistance to those systems. Staff also attended meetings of state representatives who discussed state planning to incorporate tenets of the new legislation in state educational reforms, and to accommodate to changes in programs such as Title I.

Society for Applied Learning Technology (SALT) Conference

Several staff members attended the SALT Conference held in Washington, DC to see the latest in interactive multimedia systems used in training and education. Authoring tools used to create multimedia presentations were demonstrated, as was a system for quick, in-class assessment using touch-pads for student feedback. Faculty from a local community college described several courses in math, science and engineering taught through distance learning.

AASA, ACTFL, NAAPAE

MRC staff also participated as observers, learners, and presenters at other national professional conferences targeted to educators and other professional groups. At the annual conference of the American Association of School Administrators (AASA), the MRC joined the Brown University MRC in hosting a luncheon meeting for superintendents attending the conference. The object of the meeting was to inform and recruit other superintendents to participate in the activities of the Leadership Councils of New England and the Mid-Atlantic area.

The MRC also attended the annual conference of the American Council of the Teachers of Foreign Languages (ACTFL) to further delve into the relationship between the teaching and learning of Foreign Languages versus that of teaching and learning Second Languages.

At the National Asian American Pacific Education Association (NAAPEA), the MRC led a presentation of MRC directors on the issue of equity and the education of Language Minority Students.

1.3 MRC RESOURCES

MRC resources consist of MRC staff, external and internal COMSIS consultants, Washington metropolitan area professional organizations, libraries and databases, as well as high tech hardware and software available at the Silver Spring location of the COMSIS Corporation.

1.3.1 MRC Staff

The MRC core staff represent the broad spectrum of skills needed for training in the Service Area. All MRC professional staff members have extensive experience in training adults, as well as knowledge of and experience in the ESL/Bilingual Education field. In addition to providing training in Multicultural Education, Linguistics, ESL Methodologies, Bilingual Philosophy and Instructional Strategies, the MRC staff have also developed and presented training in Computer-assisted Instruction, Access to Technology (Internet, World-wide Web), ESL in the Content Areas (Math and Science, Writing, etc.), Cooperative Learning, Inclusion or Integration of ESL Students into the Mainstream, and Class Observation and Instructional Models for Deaf LEP Students. During the year, the MRC staff also provided training in collaboration with other programs in the region, such as the Migrant Programs in Puerto Rico and Chincoteague, MD, the Washington, DC area Metro Network, Gallaudet University and the University of Findlay. In their training, MRC staff members draw on their knowledge of cultures in Asia, the Americas, and Eastern Europe, and on their abilities to speak English, French, Chinese, Japanese, Korean, German, Portuguese, Spanish, Vietnamese, Hindi, Mikasuki, Russian and Yiddish. To augment the linguistic and content knowledge of the core staff, the MRC can call on a number of consultants, who are well-known teachers and researchers in their fields and in the region.

The MRC Core Staff consists of six positions: *Project Director, Deputy Director, four Education Specialists, and a Research Assistant.* The Deputy Director and each of the Education

Specialists has been assigned to be the "contact" person for one or more states in Region 3. Each state contact communicates regularly with the LEAs and SEAs, so that both the MRC and the clients can remain aware of the developments within the states, client needs, and so that services to clients can be adapted to changing situations.

The following highlights the background of the 1994-1995 MRC staff members:

Tran Huong Mai, Director, has been director of COMSIS MRC-3 for the past six years. She supervises the design and implementation of all training and technical assistance in the nine state area. She brings fifteen years of direct experience in the education of limited English proficient students to this position. She has eight years of classroom experience at the elementary and secondary levels in bilingual education (Vietnamese-English) and English as a second language (multilingual) instructional programs. In addition to her classroom experience, Dr. Tran has seven years of experience in the organization and implementation of professional development workshops for teachers. This experience has served a wide range of teachers, both those who are specialists in LEP instruction and those who are not but who have LEP students in their classrooms. She received her M.S. in Linguistics from Georgetown University and her Ph.D., also in Linguistics, from the Australian National University in Canberra, Australia. Dr. Tran speaks English, Vietnamese, French, Spanish and German.

Sherry R. Migdail, Deputy Director, has been project director for a teacher training program designed to develop bilingual training specialists at George Washington University, and a lecturer at American and George Mason Universities. As an adjunct professor for the Virginia Polytechnic Institute, Dr. Migdail has taught in Chile and in Venezuela. She has been a founding member of the Bilingual Assessment Team at the Montgomery County Public Schools and designed a staff development course for ESL teachers, teacher specialists and mainstream teachers of multilingual/multicultural students. Dr. Migdail serves as a consultant to ministries and international schools in Latin America. She received her Ed.D. in Educational Psychology and Special Education from American University. She is fluent in English and Spanish and competent in Portuguese. Dr. Migdail has published papers and training articles in both Spanish and in English and continues to serve as consultant to universities and ministries of education and to international schools in Latin America.

Stephen Arterburn, Education Specialist, brought to the MRC-3 more than six years of experience as adult ESL teacher and coordinator in the District of Columbia Public Schools. In this capacity he was keenly aware of the interrelationship between poverty, welfare, job training and ESL instruction. New immigrant parents also call for parental involvement and family literacy programs coupled with coping skills training while literacy can be fostered through technology. Before that, he was with the Peace Corps in Morocco and a Fulbright Lecturer in Italy. His languages include French, Italian, German, and Arabic. Mr. Arterburn holds a B.A. in English and a Master's in Education, both from Indiana University. He left the Center in June, 1995.

Maria Derrick-Mescua, Education Specialist, has varied experience in English as a Second Language, applied linguistics and bilingual education. Dr. Derrick-Mescua has taught ESL reading and writing to adults; writing to multicultural classes of native English speakers together with speakers of Arabic, Bahasa Malasia, Spanish, Vietnamese, and Chinese; theory of bilingual education; and the linguistic analysis of languages such as Mikasuki (Seminole) and Hmong (Southeast Asia). She worked as international project coordinator and editor for a consulting firm administering Agency for International Development projects in Central America and Egypt, and administered the Seminole Bilingual Project on Big Cypress Reservation in south Florida. Dr. Derrick-Mescua holds an M.A. (University of Michigan) and a Ph.D. (University of Florida) in linguistics. She is fluent in English and Spanish, has studied Hindi and Hmong, and has analyzed the linguistic structure of Mikasuki (Seminole).

Richard Lutz, Education Specialist, who was with the Center until July, 1995, has ten years experience as a teacher, researcher, author and speaker in the areas of applied and theoretical linguistics. He has taught at the high school, college and graduate school levels, and trained ESL and EFL teachers both in the U.S. and abroad. He has been a member of the linguistics faculty at Georgetown University, where he taught both applied and theoretical linguistics courses, as well as research methods and statistics. Dr. Lutz holds a Master's Degree in French from the University of Pittsburgh, and an M.A. and Ph.D. in Linguistics from the University of Illinois at Champaign-Urbana. His areas of expertise include first and second language acquisition, learning strategies, the process of reading, bilingualism, cross-cultural communication, and English syntax and morphology. He is fluent in French. His other foreign languages include German, Russian, Spanish, Hindi and Hebrew.

Maybelle D. Marckwardt, Education Specialist, has many years of valuable experience in development of ESOL curriculum with a multicultural emphasis for the Montgomery County Public Schools, Rockville, Maryland. She has been responsible for curriculum development and implementation over a period which saw the numbers of LEP students burgeon from a small handful to a full complement of more than 6,000 students. She has also shared responsibility for developing and implementing entry and exit level tests for ESOL services. Ms. Marckwardt planned, organized and conducted training sessions for mainstream teachers of LEP students and for ESOL teachers, volunteers and tutors. Her teaching credentials include students from kindergarten level to graduate students. She has conducted graduate level research. Her experience includes coordinating selection of textbooks and instructional materials for an ESOL program for 6,000 students. Ms. Marckwardt was with the Center until December, 1994.

Ga-Lin Charlene Nee, Education Specialist, joined the MRC-3 permanent staff in August, 1995. During the summer of 1994, she also worked for the MRC-3 in organizing the Asian Pacific American LEP Education Forum. Ms. Nee has a B.S. in Biology from the University of Maryland and a Ed.M. in Administration, Planning and Social Policy from the Harvard Graduate School of Education. She is a native of the People's Republic of China. She immigrated to the U.S. from Hong Kong at the linguistically critical age of twelve. Her global nomad childhood has endowed her with fluency in Mandarin, Cantonese and Shaighainese, as well as first-hand knowledge of the special challenges and resources of immigrant LEP students and families. While counseling about U.S. immigration laws and regulations as a foreign student advisor at the USDA Graduate School and American University in Washington, D.C., Ms. Nee also had opportunities to practice her fifth language, Spanish. Her current professional interest includes educational technology, parent and community involvement, teaching and learning strategies, and urban education policy reform.

Nguyen Ngoc Bich, Training Specialist, has more than 25 years of educational experience, primarily in the areas of cross-cultural/multicultural communication, bilingual education theory and practice, Indochinese and refugee education, parental involvement, and curriculum and materials development. Formerly Deputy Director at OBEMLA, Mr. Nguyen has taught elementary and secondary schools in Arlington, Virginia. He has been a teacher trainer for Georgetown University Bilingual Education Service Center (GU-BESC) and Multicultural Coordinator for Arlington County, Virginia. He has also taught Cross-Cultural Communication at Trinity College and Vietnamese Literature, Culture and Civilization at George Mason University. He thus brings to the center unique insights from a full range of practitioner, administrator, and government perspectives. He specializes in training and technical assistance;

writing, editing, and translating; conference planning and coordination; and bilingual curriculum and test development. A polyglot who speaks seven languages, he has authored over 150 papers in education and made numerous presentations at conferences and on videotape. Mr. Nguyen joined the Center in June, 1995.

Jeffrey H. Schwartz, Training Specialist, has over 17 years of ESL/EFL classroom, teacher training and program consultation experience. Mr. Schwartz is trained in Instructional Systems design with an emphasis in Bilingual/Bicultural/ESL education. He has been a research assistant at the Evaluation Assistance Center-EAST for which he provided training in program evaluation and student assessment. He has been an ESOL teacher with special emphasis in reading and in oral language development. Mr. Schwartz has also designed and taught beginning Japanese, ESL methods, and ESL tests and measurements courses and supervises student teachers working towards ESL certification at area colleges and universities.

Prior to coming to the MRC, he was a Research Assistant at the Evaluation Assistance Center (EAC) East, Georgetown University for three years. Mr. Schwartz, a doctoral candidate in Educational Administration and Policy Analysis, has a Master's Degree in Instructional Systems Design with an emphasis in Bilingual/Bicultural/ESL Education and a Bachelor's in Special Education and Elementary Education. He speaks Japanese and is familiar with the cultures and languages of Greece and Micronesia.

Alexandra W. Miller, Research Assistant, received her B.A. in History, with Honors, from Brown University. Coming from a varied background as peer counselor, administrative and paralegal assistant, and marketing assistant, she brought to the MRC a keen mind attuned to the many possibilities of information technology. While at the Center, she researched the feasibility of "tagging on" to an existing Internet server by means of the "gopher" software and finding resources for training and technical assistance at libraries or via the Internet. She also directed clients' requests to the appropriate agencies. Ms. Miller left the Center in June, 1995.

Tana Paddock, Research Assistant, who joined the Center in June, 1995, is an honor student in Sociology at the University of Maryland at College Park, with special interest in improving race relations and relations between and among diverse groups in our society. While at the Center, Ms. Paddock assists the MRC Director in various administrative tasks, including the organization of seminars and institutes such as the Superintendents' Institute to be held in Williamsburg, Virginia, in September.

1.3.2 Consultants

The Core Staff is also augmented by External Consultants and COMSIS Internal Consultants, who are full-time COMSIS employees. External consultants deliver specific training and technical assistance, which enhances the ability of the MPC to respond to client needs efficiently and quickly, while Internal Consultants contribute to meeting the technological needs of the center and to its clients by assisting with technical information on computer hardware and software.

1.3.3 Other Resources

The MRC can call on a variety of resources in carrying out contract requirements. These resources include extensive in-house computer facilities, a corporate electronic bulletin board, which allows staff to contact the office via modem from the field, and access to the national associations, universities, and service providers in the Washington metropolitan area, such as the National Clearinghouse for Bilingual Education and the Center for Applied Linguistics.

The MRC has maintained Internet accounts since 1994 in lieu of the Technical Assistance Network (TAN) electronic bulletin board. MRC clients and other clients who have Internet access are communicating regularly with the MRC staff via the Internet E-mail. There is little doubt that the communication via Internet will increase dramatically in the future as more schools and individuals get access and use this rapidly advancing technology.

COMSIS maintains specialized information-retrieval and clearinghouse facilities, and has experience in managing national technical clearinghouses. The company also maintains in-house graphics and production facilities, and a staff of experienced graphics designers. Each MRC staffer has a microcomputer, which is linked through a local area network within the office, facilitating the exchange of information among MRC staff. Through an internal electronic (E-mail) system, the MRC staff can communicate with any COMSIS staff member. From the COMSIS facility, MRC staff can access the Internet as well as regional and national databases and bulletin boards, such as ASCD Access, the Ed Board of the U.S. Department of Education, and the Computer Information Systems (CIS) of the NCBE.

CHAPTER 2

OUTCOMES AND ACCOMPLISHMENTS

2.1 OUTCOMES OBTAINED FROM MRC ACTIVITIES, ACCOMPLISHMENTS AND INNOVATIONS

The COMSIS MRC has had significant qualitative success in its training and technical assistance activities during the past year. Quantitative results of MRC perseverance toward innovative changes with our outreach program, with SEA and LEA planning activities and with a number of efforts in distance learning and technology can be reviewed in **Appendix A.** Outcomes, accomplishments, and innovations resulting from MRC activities are considered in four broad categories: 1) expanded services to top level administrators and mainstream educators enhanced by collaboration and participation with the New England Superintendents' Leadership Council; 2) ongoing and more focussed training activities to SEAs and LEAs through the establishment of multi-day long training Institutes with follow-through activities; 3) continuing collaborative activities with ESCORT, the Migrant Program Coordination Center in the region, with SEAs, IHEs, Title VII, and non-Title VII network groups; and 4) training in the use of advanced technology for teaching and learning.

2.1.1 Increased Services to Top Level Administrators: Superintendents

The COMSIS MRC has substantially expanded its work with top level administrators. The percentage of project directors who participated in Training rose from 6 to 12 percent; the numbers of other administrators who participated rose from 16 to 20 percent. (See **Figure 4**).

The MRC outreach to superintendents, initiated in 1992, has steadily increased its numbers of active participants and the scope of its organizational activities. In 1992, the MRC leadership realized that the support of top school administrators is crucial to the success of staff development, curriculum and program implementation efforts. The MRC, in collaboration with SEAs, invited a representative group of superintendents to Washington, DC for a full day meeting in March 1992. As a result of that meeting, a core group of superintendents has worked closely with the MRC to organize a network and share information on language minority student issues and concerns. The first task force of the Mid-Atlantic Superintendents' Leadership Council was initiated following the meeting; it provided the impetus for the planning meetings that followed. With the strong coordination and support from the MRC, the nucleus task force composed of six superintendents proceeded to plan and organize the next meetings. Follow-up meetings and regular communication between task force members and the MRC Director led to the first Superintendents' Institute, which was held September 22 - 24, 1993, in Hot Springs, Virginia. A total of 70 superintendents from the service area attended, along with superintendents and guests from other regions of the country. The agenda, formulated by the Task Force and implemented by the MRC, was extremely well received by the participants and strengthened their desire to continue to work as a group to provide a vital force in support of the interests of LEP students. The Mid-Atlantic Superintendents' Leadership Council was formally established following the first institute, and helped ensure the continuing support of top level administrators for programs and services to LEP students.

The second annual Institute was held in Williamsburg, Virginia from September 22 - 25, 1994. Prior to this event, superintendents met regularly with the MRC director and designated MRC staff. A meeting was held in November 1993 to evaluate the first institute and to begin planning for the second annual meeting. In January, the superintendents participated in a mini-institute in the District of Columbia. A number of issues from their educational agenda were addressed during the January activity. Planning meetings for the Superintendents' Leadership Council Second Annual Institute were held in April and in July 1994. There were 25 superintendents from the region at the second Institute. The program for the Second Annual Institute appears in **Appendix C**.

The third annual Institute was held in Williamsburg, Virginia from September 17 - 19, 1995. There were a total of 50 participants at the institute. Twenty-five superintendents from the Mid-Atlantic region attended, made presentations and acted as discussion leaders. Other important participants included superintendents from the New England Council as well as MRC staff from 3 other regions. This conference centered on the changing political climate and its impact on education and educational services. The theme of the conference was "Keeping Children First:

The Changing Politics of Education." A summary of the institute and program agenda appears in **Appendix D.**

In addition to activities developed in conjunction with the institute, activities of the Mid-Atlantic Superintendents' Leadership Council have been augmented this year by increasing coordination and collaboration with the superintendents from the New England Leadership Council. The membership of the two councils have shared educational issues and concerns at a number of joint meetings. Highlights of the year's activities are noted as follows:

- Meeting of the Mid-Atlantic Superintendents' Leadership Council to plan for the Third Annual Institute in September (March)
- New England Superintendents' Leadership Council Retreat and Seventh Annual Institute (April; June)
- Mid-Atlantic Superintendents' Leadership Council executive planning meeting on December 16, 1994. Superintendents from the New England Leadership Council attended. The director of Compensatory Education Programs of the U.S. Department of Education reviewed new Title I legislation, and initiated planning for the September 1995 Institute. Discussion of a number of potential Institute topics resulted in choosing "Keeping Children First: The Changing Politics of Education."
- The New England Council and Mid-Atlantic Council held a luncheon meeting at the AASA conference in New Orleans to recruit members and inform superintendents of the activities of the two Councils.
- Members of Mid-Atlantic Council and the newly organized New York Council were invited to the organizational meeting of the New England Council to plan and coordinate activities and points of interest in New York. (January)
- As part of the OBEMLA National Professional Development Institute and Annual NABE Conference held in Phoenix, Arizona in February, the MRC organized an

Institute presentation by superintendents who discussed their roles as motivators and advocates.

- Superintendents from the Mid-Atlantic Council attended the New England Superintendents' Institute from June 28 - 30 in Newport, Rhode Island.
- In July, in Washington, DC, a core group of superintendents met to finalize plans for the third annual Institute in Williamsburg on September 17 - 19.
- Attendance at the third Institute was greater than at any of the previous meetings and informal feed back from superintendents indicate that this was one of the most interesting and successful activities of the council that the MRC has hosted.

This third year of involvement of superintendents has been one of increased collaborative effort stemming from the mutual interests of the New England Leadership Council, now in its seventh year, the incipient New York Council and the Mid-Atlantic Council. The initiatives taken this year will, within a few years, result in an Institute sponsored by all three organizations. This year's activities have also generated enthusiasm for the eventual formation of a National Leadership Council which will continue its advocacy role for the inclusion of limited English proficient students in systemic educational reform efforts.

2.1.2 Increased Services to Mainstream Educators

The MRC has developed a relationship with SEAs over the years. In the beginning of each year, the MRC Director and the MRC state contact person attend a planning meeting with the SEA, and the connection is carefully maintained. The MRC is then able to assist with the necessary planning and able to deliver technical assistance and training dependent upon valid needs. The

MRC is kept updated concerning legislative and programmatic changes within the state throughout the year.

The LEP population in the region continues to be affected by major trends. Demographic shifts in students' ethnicity and language background require school districts to be alert and prepared to meet new educational challenges. This implies the need for staff development procedures to be in place in both rural and urban districts.

The second trend which affects LEP students stems directly from the effects of systemic educational reform policies. The recent reauthorization of "Improving America's Schools Act" implies an exchange of information and ideas about shifts in emphasis at the local, state and federal levels. At the same time, it reemphasizes the need for finding new and innovative training measures despite downsizing and depletion of funding sources. Based on initiatives in the legislation, states are requiring districts to have challenging content and performance standards. Assessments, which reflect the attained standards, need to be developed.

The most immediate effect of these two trends has been that more mainstream teachers are being asked to provide educational services to LEP students. In an effort to provide these teachers with the knowledge and skills needed to teach in multicultural and multilingual classrooms, the MRC has renewed its efforts to increase training for mainstream educators and to include them in MRC activities as often as possible.

Planning for training on these issues began with the Annual Regional Coordinating Meeting and the Regional Conference held November 2-4. The theme of the Conference was: "Educational Legislation: Its Impact on Programs and Services." Outreach was extended to sister agencies. Representatives of the National Goals Panel, the US Department of Education and OBEMLA, Migrant Education programs, the Evaluation Assistance Center, the Mid-Atlantic Equity Consortium, Regional Centers for Drug-Free Schools and Communities, and Chapter 1 Technical Assistance Centers attended and/or presented during the conference.

In their evaluations, participants wrote, in part:

> We have a much better idea of what has been involved in Title VII grants. It is understood that there are to be changes but the conference assisted in focusing on our needs and if that fits into the "regs" when they come out there is a good chance we may try to write a grant.
>
> Will use the information to decide what type of grant to write for. Gave me some concrete information to take back to the county to push for collaboration among programs. I felt encouraged to continue our plan to have a multi-faceted assessment procedure with both standardized and informal assessment.

Meetings to develop action plans took place as early as October. MRC staff met with SEAs, LEAs, ESL coordinators and representatives from other agencies serving language minority students in New Jersey, Delaware, Pennsylvania and Virginia to plan and coordinate training sessions relevant to the individual needs of the states. New Jersey and Pennsylvania are good illustrations.

New Jersey: - MRC staff attended a meeting organized by the Office of Equity and Bilingual/ESL Programs which united the SEAs, LEA representatives, state ESL coordinators and representatives of sister

	agencies to coordinate three training sessions in each of three regions of the state with a Goals 2000 theme.
Pennsylvania:	MRC staff met with the SEA and LEAs to discuss the changing demographic profile of the state, resources for the instruction of LEP students, and MRC technical assistance involvement.

A second effective way in which the MRC reaches out to mainstream teachers is in services to Title VII clients and "Designated Districts". The MRC works with the SEAs in each of the states to select a non-Title VII school district, school or program which is then "designated" to receive a higher level of services than would ordinarily be provided.

2.1.3 Increased Focus in MRC Training Activities: Institutes

The MRC finds it constructive to tailor services to specific regions or districts. MRC-focused services are concentrated not only on targeted clients, i.e., designated districts, but the focus is also based on specific content needs and usually on one unique topic of instruction. The core of this MRC focus is the Institute that primarily provides extended training sessions. The sessions usually last one to five days and are structured so that the individual workshop content and format is sequential.

MRC Institutes serve a variety of functions. When they are coordinated with local universities, they meet a need for teacher certification or continuing education in ESL and/or bilingual education. Significant numbers of administrators, teachers and other professionals currently working with limited English proficient students participated in these institutes either to become certified, recertified or accredited.

Institutes also accomplish another goal of the MRC and the Department of Education in general: assisting and ensuring capacity building at the state and local level.

A good example for this year is the MRC participation and sponsorship of the Ohio Institute which was planned and conducted in collaboration with the SEAs, LEAs, and local IHEs.

Ohio Institute

For the third year, the Ohio SEA named Cleveland as the "designated district." The MRC met in Cleveland in February with the SEA, LEA, and a representative of the University of Findlay to plan the second annual two-day Teacher Training Intensive Institute. The Institute was held in May in Cleveland, Ohio, in conjunction with the Fifteenth Annual Bilingual/Multicultural conference.

Participants came from Title VII and local school districts in Cincinnati, Cleveland, Lorain, Parma, Toledo, and Worthington, and also included graduate students at the University of Findlay. Continuing a process begun last year, the MRC collaborated with the SEA, the Cleveland LEA, and the University of Findlay in sponsoring the Institute. Cleveland provided on-site support in the form of hotel conference space and, where appropriate, in-service credits.

The University of Findlay provided crucial support in the form of graduate credit to those Findlay students who completed a project on implementing the work presented at the conference in the ESL/Bilingual classroom. The MRC staff member coordinating this Institute was appointed an adjunct faculty member by the University of Findlay. Credit was given on the basis of the completion of assignments which were due at the MRC for evaluation within a six week period.

As part of the Fifteenth Annual Bilingual and Multicultural Education Conference of the Cleveland Public Schools, the Institute was cosponsored by the MRC 3, the Ohio Lau Center, the University of Findlay, and the Cleveland Public Schools. Also participating were staff members from the PRC Region 2 Technical Assistance Center and the Rural Technical Assistance Center, and a member of ESCORT (Migrant Program Coordination Center). The planning committee settled upon the following theme for this year's Institute: "Preparing Students for Success: Aligning ESL/Bilingual Practices with Assessment Standards." Topics of the workshops included:

- mathematics literacy;
- higher order thinking skills;
- classroom strategies for overcoming the effects of mobility on learning;
- an analysis of how ESL students take proficiency tests based on the responses of five ESL students of differing backgrounds; and
- developing test taking strategies for bilingual/ESL students.

The MRC continued its early practice of offering its services in planning and/or training at a number of annual Institutes and Conferences in the region. Examples of these are:

- Virginia Statewide ESL Conference, Williamsburg, Virginia, held March 1 - 3;
- New Jersey TESOL Conference held in New Brunswick, New Jersey, May 17 - 18;
- University of Findlay Annual Multicultural Summer Institute in Findlay, Ohio, June 22 - 24.

The MRC participant data indicate that recipients of MRC services, such as those identified as "teachers", "other administrators" and "others", include a considerable number of mainstream educators. Essentially, the MRC finds that the audiences are enthusiastic and interested in the presentations at every level. There is often some feedback by phone and by mail requesting additional material or information.

A state-by-state description of the MRC's services to SEAs in working with their designated districts is detailed in section 1.1.2.

2.1.4 Collaboration With Other Agencies

Although it had always been an informal procedure in the MRC to meet with multiple agencies in coordinated activities, as of mid-year these meeting were held in a more formalized manner.

- Meeting with SEA Title VII, Title I, Migrant Education and Drug Free Schools representatives in Kentucky (March), and in Delaware, Ohio, Virginia and Washington, DC (April)

- Metro Network meeting with Title I, Migrant, Drug Free Schools, Indian Education and Title VII (May)
- Migrant Education Conference in Boston, Massachusetts (March)
- Puerto Rican Migrant Education Conference (for ESCORT) (April)
- Workshop on negotiating language with Spanish-speaking students for mainstream educators in Sanford, North Carolina (for ESCORT) (April)
- Virginia Migrant Education Conference: Living Language: Reading, Speaking, Writing & Listening Strategies for Elementary LEP Students in Chincoteague, Virginia (June)

Collaboration with Drug-Free Schools

- Northeast Regional Center for Drug-Free Schools & Communities: Consolidated Planning Meeting with SEAs, Drug-free Schools, Title VII, Title I, Finance, Perkins and Goals 2000 in Cranbury, New Jersey (May)

Regional Networks and Meetings

- Meeting of Educators' Network for Culturally and Linguistically Diverse Students in Pennsylvania (March and April)
- Kentucky Regional Multicultural Retreat, Bowling Green, Kentucky (June)

The MRC has continued its facilitation of the Metro Network. The Metro Network is an informal association of ESL and bilingual program coordinators and others which meets every two months during the school year. This group has grown in numbers and in stature and interest. The membership, originally ESL/Bilingual program directors in Washington, DC and the surrounding districts, now includes most of the LEAs in the greater Baltimore-Washington metropolitan area as well as the three SEAs (District of Columbia, Maryland and Virginia), representatives from professional and community associations, IHEs and most of the educational technical assistance centers funded by the Department of Education that serve the region. The members rotate in choice of meeting places, each accepting responsibility as "host" school or district. The programs this year included speakers and discussion on a variety of topics including:

- Locating and applying for private funds hosted by the Foundation Center in Washington, DC;
- Inclusion of all students in the mainstream hosted by Prince George's County Public Schools, MD; and,
- Math curricula and materials hosted by Anne Arundel County Public Schools,MD and attended by Title I, Migrant, Indian Education, and Drug Free technical assistance center representatives and LEA program personnel.

2.1.5 Technology Training

The MRC has been conducting training in the use of technology since 1993. The MRC response to early interest shown by school districts in the use of technology in teaching and learning centered on three issues:

- assessment of the impact of computers and computer-driven technology on the LEP population;
- selection and evaluation of appropriate software; and,
- introduction of interactive use of computer technology, CD-ROM, and computer networking, with a focus on the Internet.

In 1994-95, this interest has been expanded upon in a number of ways and with greater specificity and sophistication. During 1994-1995 the MRC conducted/took part in the following presentations and activities:

- Computer-Assisted Instruction: Baltimore City Schools (October)
- Lau Conference: Columbus, Ohio (October)
- MRC staff met with OERI staff to discuss ways that the MRC might establish a presence on the Internet in cooperation with the Department of Education (January)
- Exploring the Web: Internet for Teachers, Philadelphia Public Schools (May and August)
- Computer Assisted Language Instruction Consortium (CALICO) '95 was attended by 3 staff members (June)
- Technology Education for LEP students: Hands-on Sessions University of Findlay Institute (June).

The MRC descriptions of the various activities indicate that among their explanations in the presentations are:

- What the Internet is;
- Equipment needed to access the Internet;
- Software needed; and,
- What is available, especially for ESL/bilingual teachers.

Many of the teachers had never used the Internet, nor had they seen demonstrations. Therefore, the hands-on sessions generated interest and excitement. The MRC is exploring ways to link with the Internet through the resources of other computers (e.g., gopher software residing on other computer accessible by the public). This will result in increasing the guidance which the MRC can provide to those school districts and schools that are either currently on-line or attempting to join the Internet world. Sample agendas and workshop materials can be found in **Appendix E**.

General indications are that teachers are interested in using technology in education but that there are barriers that must be overcome. Schools and districts must have initiated plans to use technology; teachers must have the models which illustrate the value in the use of technology for their own professional enhancement. Attention to educational technology had, up to this point, focused on the mechanical aspects of equipment, not on the integration into the curriculum and the selection of appropriate software.

Evidence points to the fact that districts overall spend 55 percent of their budget on hardware, and 30 percent on software. Yet, they spend less than 15 percent of their budget on training. The MRC has been instrumental in sharing experiences, in planning and presenting workshop sessions, and in helping teachers develop a clear understanding about what resources technology has to offer to help them meet their objectives and goals of instruction.

2.1.6 Metro Network

The Metro Network is an informal association of ESL and bilingual program coordinators and others involved in the educational programming of LEP students from the Washington metropolitan area. The network meets every two months during the school year. This group has grown in numbers and in stature and interest. The membership, originally ESL/Bilingual program directors in Washington, DC and the surrounding districts, now includes most of the LEAs in the greater Baltimore-Washington metropolitan area as well as the three SEAs (District of Columbia, Maryland and Virginia), representatives from professional and community associations, IHEs and most of the educational technical assistance centers funded by the Department of Education that serve the region. There are now approximately 100 names on the Network mailing list. In recent years the Network has extended its schedule from nine months to ten to enable members to meet and discuss more often. The members rotate in choice of meeting places, each accepting responsibility as "host" school or district. At the request of the members the MRC continues to act as facilitator of this group and as a central point of contact. As it does with SEAs, the MRC designates one staff member to be the Contact Person. The programs this year included speakers and discussion on a variety of topics including:

- Locating and applying for private funds hosted by the Foundation Center in Washington, DC;
- Inclusion of all students in the mainstream hosted by Prince George's County Public Schools, MD;

- Math curricula and materials hosted by Anne Arundel County Public Schools, MD and attended by Title I, Migrant, and Drug Free technical assistance center representatives and LEA program personnel;
- Coordination and collaboration across districts hosted by the Eastern Shore of Maryland Educational Consortium; and,
- How to help students overcome obstacles and graduate from high school (scheduled to be held at Alexandria City Schools, VA, the end of September).

2.2 SUMMARY OF CLIENT RESPONSES TO TRAINING AND TECHNICAL ASSISTANCE ACTIVITIES

2.2.1 Summary of Workshop Evaluations

The MRC receives client feedback on its services through several formal and informal channels. Immediately following training sessions, participants are asked to complete a workshop evaluation form. Training and technical assistance are usually followed up by mail or by telephone, so that the training specialists can discuss the success and impact of the interventions with clients. Toward the end of each fiscal year, the MRC sends a service evaluation to each SEA and to selected LEAs in Service Area 3 covering all services for the current fiscal year.

The MRC "Workshop Evaluation" form (see **Appendix F**) is the most frequently used formal evaluation of services. The Workshop Evaluation asks the participants to rate the workshop for content, presentation and completion of objectives. It also includes two open-ended questions. The open-ended questions help the MRC plan for future presentations and realign services to the clients. The following comments from selected workshops provide an example of the types of feedback received:

> Lead in activities; discussion on adapting ideas; Content Modification hand-out sheet. (Language in the Content Areas: Writing Skills, Newark, DE, January, 1995)
>
> Handouts and also the points made in class from the overhead transparencies/ The points gave me a springboard for plans for my teaching. (Virginia Statewide ESL Conference, Williamsburg, VA, March, 1995)
>
> The video tape presentation most useful. The clear use and presentation of the variety of learning styles/strategies was excellent. (Sacred Heart, DC, March, 1995)
>
> Puedo proveer una mejor ayuda a mis hijos y comprender mejor a los maestros. [I can help my children better and understand the teachers better.][comments from a parent] (Puerto Rican Migrant Education Conference, April, 1995)
>
> The use of multi-modalities to gain/convey information. Hands-on practice of using ideas. (Sanford, NC, April, 1995)
>
> Techniques and strategies for making ESOL students comfortable and other students aware of the ESOL feelings and needs. (Eastern Shore of Maryland Educational Consortium, MD, June, 1995)
>
> Ques: What part of the workshop was most helpful/useful to you? Ans: Hands-on learning [This presentation provided participants with practice in using the Internet]. Thank you--You have unlocked a whole new world for me. (Fifteenth Annual Multicultural Summer Institute, University of Findlay, Ohio, June, 1995)

Workshop participants are also asked to rate various aspects of a workshop on a one-to-five scale with five being the most positive. Characteristics rated are the degree to which the objectives were met, the usefulness and quality of the information presented, and the abilities and knowledge of the presenter. On this type of scale, mean ratings of 4.0 to 4.5 are generally considered quite good and above 4.5 as excellent. The mean rating of objectives (4.4) and information (4.5) for all workshops during the year were both quite good and presenters were rated very high at 4.8.

2.2.2 Analysis of Client Responses to MRC Services

In July 1995, the MRC mailed an evaluation form to each of the nine SEAs and to 20 LEA project directors. Respondents were asked to:

- Indicate the number of times the MRC had provided each respondent with a particular type of service (seven possible technical assistance activities and two types of training activities);
- Rank the overall quality of each type of service on a continuum from 1 - 5; and,
- Comment on trends, needs, and pertinent issues dealing with the impact of MRC service. LEAs and SEAs were asked specific questions about impact of MRC services.

Eight of the nine SEAs and 9 LEAs responded in time to be included in the analysis. A copy of the Service Feedback Form and the Impact of MRC Services form appear as **Appendix G**.

Mean ratings of 4.0 to 4.5 are considered good and above 4.5 as excellent. **Table VII**, LEA/SEA Services Feedback Summary, indicates that mean ratings for technical assistance services of all kinds were between 4.4 and 4.8 with "on-site" technical assistance rated at 4.4. Training sessions are rated extremely high at 4.8. Based on this sample, clients were especially gratified by Materials received from MRC (4.7), and telephone consultations with state contact person and other MRC staff (4.7 and 4.8, respectively). Training ratings were for MRC on-site training sessions (4.8) and consultation services by non-MRC staff (i.e., consultants) (4.5).

TABLE VII: LEA/SEA SERVICE FEEDBACK SUMMARY

Type of Service	Number of Times					Frequency of Each Rating						Average Rating
	0	1-3	4-6	7-9	10+	N/A Unsatisfactory	Outstanding 5	4	3	2	1	
Technical Assistance Telephone consultations with your MRC state contact person	0	1	5	3	7	4	10	2	1	0	0	4.7
Telephone consultations with other MRC staff	1	2	6	5	2	4	11	2	0	0	0	4.8
On-site consultation/technical assistance visit from MRC staff	2	10	5	0	0	3	8	4	2	0	0	4.4
Participation of MRC staff in planning meetings	2	10	3	1	0	3	9	4	1	0	0	4.6
Materials received from MRC including articles, books, (on loan) or guides	2	7	6	1	0	4	10	2	1	0	0	4.7
Referrals to other sources of information, service providers, or consultants	2	9	2	3	0	4	7	4	2	0	0	4.4
Training On-site workshop training session provided by MRC staff	3	10	3	1	0	4	10	3	0	0	0	4.8
Consultation (workshop) services (other than MRC staff) provided by MRC	9	4	2	0	0	11	4	1	1	0	0	4.5

BEST COPY AVAILABLE

The analysis of the ratings indicates that the direction of the MRC, a philosophy which fosters the implementation of integrated sequential services, that is, an institute planned on site with LEA and or SEA, is far more productive than isolated and infrequent interventions with little opportunity for feedback.

Responses to the question on the impact of services which were considered to be "most useful" are highlighted below:

> The telephone consultations (initially with [MRC staff person]) were very helpful since she had a great deal of experience with [state]. As a new state specialist, this was invaluable. (SEA)
>
> General availability as a resource to SEA and LEA; assistance with State ESL Conference. (SEA)
>
> Coordination of regional institute on issues relating to assessment, inservice on use of technology to enhance instruction for LEP students. (SEA)
>
> Training and networking opportunities afforded at the MRC SEA LEA Coordinating Meeting and Regional Conference, November 2-4,1994. (SEA)
>
> Providing an LEA with no formal program for LEP students, two workshops on how LEP students learn language and second language concepts and strategies for mainstream teachers. (SEA)
>
> Planning and Needs Assessment, i.e. Goals 2000 Equity Institutes, Fall, 1994. (SEA)

The following are responses to the question on services which prompted instructional changes:

> [MRC staff person] gave a presentation on technology and ESL classrooms to [Region 3 city] teachers that helped improve the quality of instructional programs. The Eastern Shore Consortium has benefitted and the DC Metro Network is helpful to area local supervisors. (SEA)
>
> Conducting local workshops on pertinent topics. (SEA)
>
> The MRC's work with the [...] Middle Magnet School in [Region 3 city] assisted them in the structuring of their program in order to better address their instructional goals and objectives (SEA)

The data lead to a number of conclusions:

- MRC services, particularly training, are in demand by both SEAs and LEAs alike;
- MRC services are perceived as effective in bringing about changes; and,
- the direction toward integrated planning with availability of follow-through for institutes is a sound direction that the MRC will continue to pursue.

Comments on sample "needs" included:

Training of teachers, and tutors in the use of computers, (access to appropriate instructional software) instructional methods (LEA)

Provide training to school improvement teams and help them with design and implementation of ESL services at the school level (LEA)

Program administration with limited resources and personnel and placement and assessment of LEP students (LEA)

Multicultural sensitivity training-incorporating these students into the classroom (LEA)

Will be if we receive a new grant -- technical assistance --> computer assisted language learning software to improve reading and writing skills. (LEA)

1) The continued training of teachers on the mainstreaming of ELL students, and 2) The expansion of multi-cultural integrated curriculum (LEA)

L1 and L2 Reading and Mathematics using holistic approach and that are multiculturally integrated and relevant (LEA)

Multicultural education--> content/skill level; multiple intelligences (LEA)

Additional comments regarding MRC staff were:

Our district appreciates the continuing efforts of MRC to provide timely and insightful assistance. [MRC staff person] has given much time, support and service and we are grateful. (LEA)

The staff at COMSIS is always willing to be of assistance in the development of a training program or project as well as reference to other resources dealing with ELL students. They (staff) are quite competent and always well received by the professional staff of the School District of the City of [...] (Superintendent)

CHAPTER 3

ENVIRONMENTAL CHANGES: TRENDS AND ISSUES

3.0 INTRODUCTION

> "We have been trapped in the past in an endless and often fruitless debate over the best language of instruction. I hope that this reauthorization (of federal education programs for English L2 students) can rise above this tired issue, so that we can turn our attention to more substantive problems - how to provide language minority students with an equal opportunity to learn challenging content and high level skills."
>
> (Hakuta, 1993)[3]

State Educational Agencies and school districts in the service area have taken a hard look at critical issues engendered by the IASA legislation. The resources tied to the Act require continued systemic reform, realignment of curriculum performance standards and innovative assessment/evaluation measures. In many places in the region, an active community has become involved in the reform efforts. This activity has translated into significant educational trends:

- School governance: site-based management, charter schools, privatization;
- Coordination of programs, the unified planning process, and collaboration to insure inclusion of all students formerly served by separate categorical programs;
- Assessment reforms and performance-based education aligned with an academically rigorous curriculum; a continuing trend toward proficiency testing for high school graduation; and,

---

[3] *"Reframing the Debate: The Roles of Native Languages in English-Only programs for Language Minority Students"* by T. Lukas and A. Katz, 1994, *TESOL Quarterly*, 28, p. 537.

- Technological advances spurring more intense searches for innovative instructional tools.

Governance

The legislation enacted in September of 1994 and the Goals 2000 Legislation referred to in our last annual report have increased the desire for a "world class" education for all students. The persistent demand for equity and excellence and the genuine need for "systemic reform" continue to generate major educational trends for most of the schools in our region and in other areas of the country. In this period of "reinvention" and of national socio-political change, the movement for educational reform is focused on a comprehensive view of what schools are like, how they are structured and how they might be reorganized to achieve maximum educational benefit for all students. Public perceptions about failing school systems have created a strong trend toward re-examination of how schools are managed. A number of districts in our region had evolved systems of site based management teams and are now considering charter schools and privatization.

Coordination of programs

Since there has been no diminution of the effects of budget cuts on funding of state and local education agencies, SEAs and LEAs feel ever more keenly the impact of budget cuts on direct services to LEP students and on teacher training capacities; these cuts present a major challenge to school districts. Downsizing on the one hand, and IASA legislation on the other, have led to consolidated planning, and to collaborative training efforts with other programs, such as, Title VII, Title I, Drug Free Schools, and Migrant Education. The unified planning and collaborative process is designed to insure inclusion of all students formerly served in separate categorical programs and to increase the emphasis on educating the "whole child".

Assessment

The broad mandate for standards and the decided link between standards, curriculum, assessment and instruction is of particular significance to school districts which are impacted by LEP students. States in our region have been developing and evaluating the effectiveness of proficiency tests as requirements for high school graduation. Performance based assessments have also come under careful scrutiny.

Technology

This year there have been many requests to the MRC for workshops and Institute presentations on the varied uses of educational technology. The MRC has been very much in the vanguard of providing training which deals with how computer technology and the Internet contribute to a more powerful and lasting educational experience. Requests from school districts indicate that there is a decided trend toward both an understanding of the technological advances and the myriad ways in which technology as a tool leads to complex and authentic learning.

The following chapter will elaborate on the needs cited above, review the impact of these trends on the service area, and give examples of how the MRC has responded to needs which relate to these trends.

3.1 TRENDS

3.1.1 School Governance: Site-Based Management Teams, Charter Schools and Privatization

How schools should be governed and who should hold ultimate responsibility have been ongoing issues for at least a decade. Educators have been rethinking how schools are designed, how school systems operate, and how teaching and learning are carried out. Dissatisfied parents who have lost faith in public schools and beleaguered school districts have argued that current reform efforts may not be enough. Schools must be created which are responsive to the needs of children and their parents as well as to the "information/technology age. Administrators of programs targeted for bilingual populations are wary of restructuring efforts which may adversely affect LEP students. Nationally and in this region, site-based management teams, charter schools, and privatization are being explored as possible alternatives by parents, grass roots organizations, SEAs and LEAs.

3.1.1.1 Site-Based Management

Reform and restructuring are not new concepts to our region. The Kentucky Education Reform Act (KERA) is one of the most comprehensive pieces of educational reform legislation ever enacted in the United States. Site-based management is but one of the procedures instituted in a number of districts. Often thought of as merely more involvement of teachers and parents in school governance, school/site-based management is the devolution of significant decision making authority to the school level. In management terms, it means that schools determine their personnel requirements and at least how 75 to 85 percent of the revenues will be spent. In the initial stages, a team of persons are called in by the district to figure out what de-centralization is intended to do, what problems it may solve and what difficulties it may not resolve. Momentum is built and decisions about a "team" approach are reached. Essentially this form of decentralization suggests the scope and extent of decisions which the team may make, such as allocation of funds,the budgeting cycle, specific methods of accountability, personnel needs, didactic materials needs, the direction the school is to go and maintain, and so forth. The form and scope of changes depend upon the needs of each district interested in decentralizing the administration of its schools. It is not so much a matter of giving up power but of sharing power.

3.1.1.2 Charter Schools

A step beyond site-based management are charter schools. The idea behind charter schools is to allow people (parents and grassroots organizations, especially) to take public tax dollars and to use them in schools of their own design. In an article in the Washington Post of August 21, 1995, statistical evidence of the movement toward charter schools is cited:

> Since 1991, when the first charter schools were created in Minnesota, 19 states have passed legislation that allows for the creation of such schools. In a recent survey, the Education Commission of the States in Colorado and the Center for School Change at the University of Minnesota counted 200 public charter schools in states from Massachusetts to California. There are no official charter schools in Maryland or Virginia, but the idea is being discussed among state educators.

Charter schools across the country are implementing a number of educational initiatives. Examples include performance based education, family generated learning, and technology-assisted teaching and learning, often in partnership with Bell Atlantic and/or other business interests.

A bilingual charter school has opened this fall in the District of Columbia. Additionally, there are a handful of existing schools that the superintendent is now identifying as charters. In the District, these schools are not independent of the school board but are allowed some autonomy to design education programs. Authority over personnel is limited and they must use the school system's curriculum as a base. There is a movement in the City Council to create charter schools independent of the school board as has been done in other states. The bilingual charter school in the District is parent initiated and will be supported by the Smithsonian Institution, the Library of Congress and the National Science Foundation. During early discussions, teachers were instrumental in supporting the ideas expressed. Not all the details have been ironed out, but it has been decided that the school will be governed by two "lead teachers" who will act as both teachers and administrators. Continued parent involvement may well be the key to the success of this venture into charter schools.

In Ohio, charter schools are not yet permitted by state law, and there has been controversy over their legality. However, the Superintendent of Schools in Cleveland, Ohio, has proposed setting up public schools that would receive district funding but would be freed from compliance with most of the district rules. The hope is that these schools would be fully operating by this fall.

3.1.1.3 Privatization

An additional response to the loss of public faith in the traditional governance of schools and the academic achievement of students in public schools has been "privatization", that is, the running of a school by commercial companies. It is described in an commentary by Education Week of July 12, 1995:

> According to conservatives, the main problem with public schools is that they are public - they are managed by government bureaucracies and staffed by unionized, tenured, and largely unaccountable teachers. If only we could hire private management companies to run public school districts . . . students would learn more and schools would cost less, or at least no more than they cost now.

Privatization takes a number of forms. In this region, privatization may mean the running of a school or schools in a given district by a private company. The company contracts with the school district to revamp major components of a school the physical plant, the hiring of personnel including the superintendent, administrators and teaching staff, and instructional methods. In the Mid-Atlantic region, nine schools have been privatized in Baltimore City. The expectations were very high at first, but later evaluations were "mixed". The physical plant was very much improved but the anticipated growth in achievement did not reach expected levels

Comments from the company suggested strongly that building achievement takes time but that a lowered dropout rate indicates that beneficial changes are under way.

There are also districts which have a parent-run foundation that collects funds, an activity which schools themselves cannot undertake. The funds are used to supply the school with needed additional personnel or didactic materials such as computers and software. Schools in Alexandria and Fairfax County have received funding from such parent-run foundations.

3.2 UNIFIED PLANNING AND COLLABORATION

Collaboration with sister agencies and planning has been a hallmark of the relationship between the SEAs, LEAs and the MRC for each of the past two cycles. The MRC has stressed the importance of planning with SEAs and LEAs at each regional meeting we have had. This year has witnessed even greater collaboration with other agencies, particularly with Migrant Education .

The MRC has participated in meetings with the SEAs all year. For example, in the District of Columbia meeting, the discussion centered around the need for training and technical assistance for the SEA and Central Administration on topics such as team-building, group work strategies, training of trainers, provisions for exchanges of ideas through tele-computer conferencing, and model educational programs. The SEA meeting in Kentucky included the need to facilitate "matrix planning" to develop true collaboration. In New Jersey we were asked to continue our efforts to work with their extended Equity Center which includes all of the sister agencies. In Ohio, we held a meeting which included directors and representatives of all the programs funded under IASA. During the meeting, cooperation and collaboration were stressed. The principle of inclusion was embraced by all of these educators; however, all voiced the need to ensure that true inclusion be practiced and be beneficial for all students.

The MRC was part of a week-long conference in Puerto Rico to work with teachers and parents on issues of family math, whole language and discussions of learning problems and behaviors. We also participated in the Migrant Conference in Virginia, in June 1995. The MRC spent two sessions in discussions and workshops with teachers on living language, reading and writing: strategies for teachers. A third collaboration sent MRC trainers to a Migrant Education program in North Carolina to help teachers better understand language acquisition and to introduce them to some basic elements of Spanish.

3.3 PERFORMANCE BASED PROFICIENCY TESTING

Among the issues and trends most discussed are performance-based education and performance-based assessment measures, including provisions for proficiency testing. Districts are working to bridge the gap between instructional practice and assessment which yields both accurate information about student progress and program effectiveness. Teacher training is an important part of this trend.

Developing standards from which the national goals are to be realized is a complex and often controversial task. It is especially complicated to form and implement educational standards and to devise proficiency assessments for students of diverse linguistic, cultural and educational backgrounds.

School districts in the MRC service area have been active in developing statewide standards in reading, writing and science, in realigning the curriculum and in developing assessment measures to conform with the revised educational agenda. Several State Departments of Education, including Ohio and Maryland, have re-instituted five-year plans, and reintroduced science along with reading and writing in their proficiency testing requirements for high school graduation. There has been some rethinking about proficiency tests, with a number of states revising the way in which LEP students are permitted to take tests. Bilingual dictionaries have been encouraged, and flexibility with time limits has made a positive difference for LEP students.

3.4 SEARCH FOR INNOVATIVE INSTRUCTIONAL TOOLS: "HIGH TECH "TRENDS" AND COMPUTER TECHNOLOGY

Gaining strength in the region is the realization that "high tech" can be a valuable educational resource, and that LEP students can benefit greatly from its availability and use. In order to move into the 21st century and to meet the requirements of "world-class" education, educators know that they need to incorporate the computer into their everyday routines, as well as exploit the many resources that the "Information Age" has to offer. The private sector has taken advantage of the rapid advances in technology during the past decade, and has spearheaded the development of software. Educators, unfortunately, are often in the position of catching up with the advances already made by others. The potential of technology to actively engage students, to shift the role of the student from passive to active, and to individualize learning has already made its mark on some classrooms. There is a great need for training in both the available tools of technology and in the process of using technology. This will require careful thought and advance planning.

The MRC this year has increased its participation in workshops and day-long Institutes with a variety of technologically oriented activities. Since October of 1994, we have provided workshops in Computer Assisted Instruction; Exploring the Web: the Internet for Teachers; and Site-Seeing on the Internet. Additionally, we have visited a number of districts (e.g., Union City, New Jersey and Harrison County, West Virginia) to see how they have used technology, and have held planning meetings with SEAs and LEAs to explore additional ways of helping teachers use available technology to assist in instruction.

3.5 IMPACT OF TRENDS IN SERVICE AREA

This section reviews the issues mentioned above and elaborates on their impact on schools, administrators, teachers, students and families in the region during the current contract year.

3.5.1 Impact of Changes in Governance

It is difficult at this time to evaluate the successes of charter schools and privatization in all of their forms. We look forward to working with districts which have been affected by governance changes. The new charter school in the District of Columbia will be of special interest because it is a bilingual school.

3.5.2 Unified Planning Process

There has been a positive response to planning in collaboration with SEAs and cooperating agencies, Title I, Drug Free Schools, and Migrant Education. SEAs have felt that this working unit fills a need in a time of reduced and limited funding. Many SEAs and LEAs have said that unified planning provides them with networking opportunities which they would have missed had there not been collaboration. Shared expertise has improved understanding of interrelated issues and has assisted school districts in pre-planning Institutes with materials and resources.

3.5.3 Performance Based Education and Proficiency Testing

Supporters of performance-based education insist that one of the most positive messages of the standards movement and of performance-based education is that classroom experiences are being revitalized for both teachers and students. Teachers of LEP students are anxious about this process, however. How should school districts set academic standards for all students, and then assess the attainment of ESL students in ways that do not penalize them because of their linguistic and cultural differences? They recognize the difficulty inherent in creating a body of academic content students should know at all levels, and of teaching skills and ways of thinking to students with widely diverse linguistic, cultural and educational backgrounds.

For LEP students who are academically delayed in their first language, largely because they have been exposed to little academic content in that language, the cognitive and linguistic challenges are far greater than for students who have had previous exposure to the content and need only learn the English language. Teachers know that for these students, the task is far more complex and much more demanding. These are serious considerations for teachers, and they need help in devising strategies to ensure that students attain the standards set and pass the proficiency tests.

Proficiency testing has continued in almost every state in the region; however, this year states are allowing greater flexibility, have rethought some procedures. There have been additions in science and math and flexibility in time limits and the use of calculators and bilingual dictionaries. Some consideration is also being given to evaluating the results of the assessments in terms of student achievement. The MRC has participated in reviewing a set of proficiency test responses by five LEP students in "civics" and made suggestions as to test-taking strategies. We look forward to being involved in this activity next year.

3.5.4 "High Tech" and Computer Technology

Technology is in its incipient stage for most school districts in our region. Educators are justifiably skeptical of what technology really has to offer them, particularly when non-educators are directing developments of the technology. This year, the MRC has begun to help teachers realize the wealth of available computer tools and computer-assisted techniques, both those specifically aimed at education and those for general use. In addition, workshops stress where to find technology resources which are often available at minimal cost to the schools. When used by informed and creative teachers, applications seem endless.

3.5.5 The Tools and Processes of Technology

A new and revitalized classroom climate, based on educational reform, is the best assurance of successful use of educational technology and provides a deeper understanding of process of using technology. As computers increase in power and availability, and as their use becomes more pervasive in society as a whole, they will inevitably become familiar items in schools as well. It is predicted that, if the reform efforts foster a new and different style of learning and teaching, and if second language learners are to be challenged with well-defined, content-based thematic instruction and cooperative learning, the computer will become a tool of choice. However, neither technology nor the software being promoted should become the driving force behind learning. Instead, educational reform and better-trained teachers will necessarily involve technology as a means for expanding what teachers will be able to accomplish.

3.6 MRC RESPONSE TO TRENDS; IMPACT IN SERVICE AREA

The MRC's response to these trends in our service area are multifaceted. It is less within our province to determine or even to offer technical assistance in questions of governance than it is to offer technical assistance and training in the realm of instruction. However, we are able to contribute in terms of finding models of governance which have produced positive effects on the LEP and total school population.

We will continue to strive toward coordination and collaboration. The drive toward performance-based education and proficiency testing has not changed in the past year, and has a distinct bearing on the needs of training. Performance-based education and proficiency testing are rooted in abilities which include writing, reading, science and math. In searching for innovative tools to assist school districts in their learning and teaching, teachers are increasingly turning to the vast resources of High Technology. The trends cited above have had a direct impact on services to LEP students and teacher-training activities. The MRC has responded to these needs by focusing more earnestly on:

- Coordination of services, particularly by giving increased assistance to SEAs in planning and implementing their staff development activities, to ensure that LEP students achieve the academic requirements and success expected of all students; and,
- Training in technology and training more "mainstream" personnel and administrators.

3.6.1 Coordination with SEAs and LEAs

The MRC has attended sessions in school districts where the issues of proficiency testing and performance education, as well as the use of technology, have been debated and discussed. As a result, the MRC has significantly increased its coordination efforts with SEAs and LEAs by conducting intensive planning and information-sharing sessions, in which the SEAs and LEAs spend from four to six hours strategizing and planning a coordinated effort to achieve common goals and objectives by means of year-long training activities with the MRC. In the interest of training the most diverse group possible, and of sharing information with as wide an audience as possible, the MRC has encouraged the involvement of consortia of LEAs in its planning and training activities. It has initiated multi-district programs for mutual benefit within a network of personnel. Training, thereby, becomes a forum in which teachers share and validate their experiences. As an end result, it is hoped, diverse students are enabled to meet common goals and standards.

3.6.2 Training

In response to the trends described above, the MRC added "technology" as a topic of training and increased its services to mainstream educators. The MRC also revised its core workshop list to reflect the present needs of the school districts, and to assist them in reaching the nation's common education goals.

3.6.2.1 Training on Technology

As described in previous chapters, training and technical activities of the MRC have included, for the first time, training in the use of computers, selection and evaluation of computer software, use of on-line services such as the Internet, and incorporation of on-line work into the curriculum of LEP students.

The MRC recognizes that there is no one software-fits-all approach, but that there is a range of products to be explored, experimented with, and used. The task is to train teachers to evaluate materials and develop their networks for sharing information. The MRC has continued to increase its knowledge about the creative potential of computer-assisted instruction and is eager to share that knowledge with clients in the year ahead.

The MRC has also stressed those computer applications which can serve as management tools, both for the teacher and the administrator. Finally, the MRC has demonstrated some of the startling resources to be found on the "Information Superhighway," including library databases, on-line discussions among teachers from across the region and the country, and school projects from around the world. Such technology is essential to the success of restructuring efforts underway in our country. But its incorporation into the system must be more than a simple add-on to the fads in education:

> The only guarantee against faddism in the coming decade of expected unprecedented change is that we invest in a thorough evaluation and ongoing refinement of our instructional process, and that we provide first-rate staff development and support.
>
> Jon Madian, "In the Midst of Restructuring, Our Only Hope Is A Knowledgeable Teacher". In Electronic Learning, March, 1990.

3.6.2.2 Training of Mainstream Educators

Inclusion of LEP students into the mainstream has its advantages and some drawbacks. The MRC would like to be instrumental in avoiding negative impacts and therefore will continue to expand its training to mainstream teachers and administrators. The objective is always to promote the inclusion of the LEP population in all aspects of the system as the country moves toward academic standards, performance-based curriculum and proficiency testing.

3.7 GUIDING PRINCIPLES: EQUITY AND EXCELLENCE

> "We live in exhilarating and terrifying times. We are experiencing greater economic flexibility, more technological complexity, more multicultural diversity, heightened moral uncertainty, and crises of national identity."
>
> Educational Leadership April 1995

School renewal in these times means a critical rethinking of all aspects of learning and teaching which is consistent with equity and excellence, implicit in IASA legislation. Despite some uncertainty about how best to reach those goals for LEP students while operating under budgetary constraints, the bilingual community must watch carefully how the decisions made by others affect the well-being and the interests of a linguistically and culturally diverse population. Flexibility, attention to detail, cooperative planning, and constant realignment of priorities have been the mandates under which the MRC has performed its work this current year. It is our intent to apply guidelines which will shape this MRC to the events and changes which will inevitably follow.

Appendix A

Summary Reports of MRC Activities

Report of Major Training and Assistance Activities
From 10/01/94 to 08/31/95

Number of Activities by State: All States

Washington, D.C.	14
Delaware	5
Kentucky	10
Maryland	13
New Jersey	8
Ohio	12
Pennsylvania	13
Virginia	3
West Virginia	0
Other	15
Total	93

Clients:

Title VII:

Academic Excellence	0
Developmental Bilingual Education	4
Evaluation Assistance Center	0
Educational Personnel Training	0
Family English Literacy	0
Fellowship	0
Multifunctional Resource Center	1
National Clearinghouse for Bilingual Education	0
Office of Bilingual Education and Minority Languages Affairs	1
Research and Development	0
Special Alternative Instructional Program	16
State Education Agency	20
Special Populations	0
Short Term Training	0
Training Development and Improvement	0
Transitional Bilingual Education	2

Non-Title VII:

Desegregation Assistance Center	0
Institution of Higher Education	4
Individual	0
Local Education Agency	6
Office of Education Research and Improvement	0
Organization	6
Other	10
State Education Agency	8
Technical Assistance Center	4
Designated District	10
Mid-Atlantic Superintendents Council	4

Report of Major Training and Assistance Activities
From 10/01/94 to 08/31/95
State: All States
Continued
Task Classification:

Assistance to Administrators (TASK 2.0)	0
Assistance to Administrators	4
Outreach, Awareness and Other Coordination	20
Training and Technical Assistance	68
Degree and Credential Coursework	0
Services for Educational Administrators	1
Disseminate Info. in Developmental Programs	0
Participate in MRC Meetings	0
Staff Exchange	0

Content Area of Service:

Curriculum/Instructional Materials	11
Educational Technology	6
Methods of Instruction	16
Parent Involvement	0
Program Administration	2
Program Design	9
Theory/Research to Practice	7
Planning	22
Other	20
Multiple	0

Type of Activity:

Single District/Client	54
Multidistrict	5
Statewide	24
National	10
Initial Activity	60
Follow-up Activity	33

Mode of Service (Training/Technical Assistance/Coordination):

Training - Core Workshop	32
Training - Topic Sequential Workshop	8
Training - Speech	2
Training - Exchange	1
Training - Other	8
Technical Assistance - Consultation	8
Technical Assistance - Planning	20
Technical Assistance - Materials	0
Technical Assistance - Other	7
Coordination - Information Sharing	3
Coordination - Joint Activity	1
Coordination - Other	3
Multiple Services	0

Report of Major Training and Assistance Activities
From 10/01/94 to 08/31/95
State: All States
Continued

Participants:

Number of Title VII Participants	375
Number of Non-Title VII Participants	921
Number of Funding Unavailable Participants	357
Total Number of Participants	1653
Number of Teachers	673
Number of Aides	45
Number of Students	35
Number of Parents	41
Number of Project Directors	201
Number of Other Administrators	329
Number of Others	87
Number of Funding Unavailable	242

Level of Participants:

Number of LEA	1030
Number of SEA	146
Number of IHE	52
Number of Others	104
Number of Funding Unavailable	321

Service Evaluations:

Average Objectives Rating	4.4
Average Information Presented Rating	4.5
Average Presenter Rating	4.8

Report of Quick Action
From 10/01/94 to 08/31/95

Number of Activities by State: All States

Washington, D.C.	176
Delaware	64
Kentucky	61
Maryland	144
New Jersey	90
Ohio	76
Pennsylvania	88
Virginia	62
West Virginia	36
Other	201
Total	998

Clients:

Title VII:

Academic Excellence	1
Developmental Bilingual Education	14
Evaluation Assistance Center	1
Educational Personnel Training	0
Family English Literacy	0
Fellowship	0
Multifunctional Resource Center	87
National Clearinghouse for Bilingual Education	15
Office of Bilingual Education and Minority Languages Affairs	46
Research and Development	0
Special Alternative Instructional Program	119
State Education Agency	126
Special Populations	0
Short Term Training	0
Training Development and Improvement	0
Transitional Bilingual Education	11

Non-Title VII:

Desegregation Assistance Center	3
Institution of Higher Education	22
Individual	64
Local Education Agency	63
Office of Education Research and Improvement	6
Organization	68
Other	76
State Education Agency	45
Technical Assistance Center	39
Designated District	37
Mid-Atlantic Superintendents Council	150

Report of Quick Action
From 10/01/94 to 08/31/95
State: All States
Continued

Requested Mode:

Facsimile	43
In Person	42
Mail	13
Phone	891
TAN/E-mail	9
Unknown	0

Response Mode:

Facsimile	124
In Person	17
Mail	76
Phone	769
TAN/E-mail	12
Unknown	0

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
CONTRACT NUMBER: T29201003

Appendix B

Annual Regional Conference and Coordination Meeting Program

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
COMSIS, Silver Spring, Maryland

MRC SEA/LEA COORDINATING MEETING AND REGIONAL CONFERENCE

Latham Hotel, Georgetown
November 2, 3 and 4, 1994

Educational Legislation: Its Impact on Programs and Services

WEDNESDAY, November 2

1:00 - 4:00
LAFAYETTE
SEA Coordinating Meeting

MRC Priorities and Initiatives
- Information Sharing: trends, initiatives, concerns
- Letters of Agreement

5:30 - 6:30
MADISON/MONROE
RECEPTION

6:30
CITRONELLE
DINNER for all SEAs hosted by COMSIS MRC

THURSDAY, November 3

8:00
HAMILTON
Registration and Continental Breakfast

8:30
LAFAYETTE
Welcome and Opening Remarks
Tran Huong Mai, Director
COMSIS Mid-Atlantic MRC

9:00 - 10:45
LAFAYETTE
Keynote Address:
A New National Partnership for Educational Excellence - A World Class Education for Every Student
Thomas W. Payzant, Assistant Secretary
Elementary and Secondary Education
U.S. Department of Education
Washington, D.C.

Introduced by:
Dang Pham, Deputy Director
Office of Bilingual Education and Minority Languages Affairs
U.S. Department of Education
Washington, D.C.

10:45 - 11:00 **BREAK**

MRC SEA/LEA COORDINATING MEETING AND REGIONAL CONFERENCE

THURSDAY, November 3 continued

11:00 - 12:15 LAFAYETTE	**Presentation: The Impact of Goals 2000 Legislation on Limited English Proficient Students**	*Cindy Prince, Associate Director National Education Goals Panel Washington, D.C.*
	Introduced by:	*Sherry Migdail, Deputy Director COMSIS Mid Atlantic MRC*
12:30 - 1:30	**LUNCH**	
1:45 - 2:45	Concurrent Sessions A, B, and C	
LAFAYETTE	**A. Building Collaborative Partnerships: Consortia/Networks**	*Hollis G. Stein, Prince George's County Public Schools* *Sharon Root, Albemarle County Schools*
LAFAYETTE	**B. Impact of New Legislation on Assessment**	*Carolyn Vincent, Evaluation Assistance Center, East* *Kathy Byrd, District of Columbia Public Schools* *John Nelson, Prince George's County Public Schools*
HAMILTON	**C. Equity Issues: To Promote Social, Emotional and Academic Growth of All Students**	*Charo Basterra, Mid-Atlantic Equity Center* *Donna Villareal, LAU Center - Ohio Department of Education*
2:45 - 3:00	**BREAK**	

MRC SEA/LEA COORDINATING MEETING AND REGIONAL CONFERENCE

THURSDAY, November 3 continued

3:00 - 4:00	Concurrent Sessions D, E, and F	
LAFAYETTE	**D. Building Collaborative Partnerships**	*Teresa Golebiewska, Eastern Shore of Maryland Educational Consortium* *Teddi Predaris, Fairfax County, Virginia Public Schools*
LAFAYETTE	**E. Impact of New Legislation on Assessment**	*Meg Malone, Evaluation Assistance Center, East* *Francisco Millet, Fairfax County Public Schools*
HAMILTON	**F. Equity Issues: To Promote Social, Emotional and Academic Growth of All Students**	*Charo Basterra, Mid-Atlantic Equity Center* *Roxann Hutchison, Parma Public Schools*
4:00 - 5:00 LAFAYETTE	**Discussion: Update on Grant Specifications and Requirements**	*Ana Maria Garcia and John Ovard* *Office of Bilingual Education and Minority Languages* Affairs

FRIDAY, November 4

8:30 - 9:00 HAMILTON	**CONTINENTAL BREAKFAST**	
9:00 - 9:45 LAFAYETTE	**Presentation: Program Evaluation Standards**	*Carolyn Vincent and Meg Malone* *Research Assistants* *Evaluation Assistance Center, East*
	Introduced by:	*Jeff Schwartz, Training Specialist* *COMSIS Mid-Atlantic MRC*
9:45 - 12:00 LAFAYETTE	**Meeting with LEAs and State Contact Persons: Needs Assessment Procedures**	
	Delaware	*Maria Derrick-Mescua*
	District of Columbia	*Jeff Schwartz*
	Kentucky	*Jeff Schwartz*
	Maryland	*Maybelle Marckwardt*
	New Jersey	*Sherry Migdail*
	Ohio	*Richard Lutz*
	Pennsylvania	*Jeff Schwartz*
	Virginia	*Sherry Migdail*
	West Virginia	*Maria Derrick-Mescua*

Appendix C

Activities with Superintendents

COMSIS MID-ATLANTIC MRC
MID-ATLANTIC SUPERINTENDENTS' LEADERSHIP COUNCIL MEETING
PHOENIX PARK HOTEL
WASHINGTON, DC
DECEMBER 16, 1994
11:00 AM - 3:00 PM

SUMMARY OF PROCEEDINGS

A meeting of the Mid-Atlantic Superintendent Leadership Council was held at the Phoenix Park Hotel in Washington, DC on December 16, 1994. There were ten people in attendance. The agenda included a report on the events of the 1994 Superintendents' Institute on September 22-25, 1994 in Williamsburg, Virginia. The following is a summary of the day's agenda items.

1. Review of Title I Legislation:

Mary Jean LeTendre, Director of Compensatory Education Programs at the U.S. Department of Education, spoke about the principal elements involved in the restructuring of Title I. She focussed upon the following five topics:

- *Standards;*
- *Teaching and learning;*
- *Flexibility and accountability;*
- *Targeted Assistance Schools;*
- *Linkages between schools and parents.*

The attendees were clearly interested in these issues, as shown by numerous follow-up questions and concerns. Director LeTendre also made available summary sheets on the Improving America's Schools Act of 1994 and a draft on the flexibility and burden-reducing provisions of that act (dated December 1, 1994).

2. Activities with New England Superintendents' Council:

A representative of the New England Superintendents' Leadership Council, F. John Zarlengo, offered invitations to members of the Mid-Atlantic Council to participate in a number of their up-coming functions which are made possible through the former's Mellon Planning Grant. Specifically, the Mid-Atlantic superintendents may wish to consider attending the following:

- ***January, 27, 1995 in Boston, MA:*** *a board meeting of the New England Leadership Council;*
- ***February, 11, 1995 in New Orleans, LA:*** *a luncheon meeting at the AASA Conference;*
- ***April, 28-29, 1995 in New York, NY:*** *a retreat for a group of Council members to discuss issues relating to re-examining the role of the Leadership Council;*

Other New England Leadership Council Events:

- ***June, 1995 in Newport, RI** is being planned.*
- *A **Summer Institute at Brown University in Providence, RI** to reflect on LEP issues is being planned.*

In a separate item, Roland Haun, President of AASA, expressed concern that Council members have not participated in the meetings of Chief State School Officers to discuss the work of the Mid-Atlantic Council. Dr. Haun said that the Chief State School Officers meet four times each year, and, that if members of the Council are interested, he would facilitate such participation.

3. *Plans for 1995 Mid-Atlantic Superintendents' Institute:*

The last agenda item concerned plans for the Mid-Atlantic Superintendent Leadership Council Institute. in September, 1995. Based in part on feedback received from the September, 1994 Institute, and upon discussion at this meeting, the group felt that the locale of the Woodlands at Williamsburg, VA would be satisfactory for the up-coming Institute, although other sites might be considered. Ideas advanced for a theme included the following:

- *Technology and LEP education;*
- *Inclusive education: models that work;*
- *Language acquisition, including Whole Language models and issues of bilingual education and special education, as well as discussions of multiple intelligences;*
- *Parental involvement;*
- *Authentic assessment;*
- *The politics of educating language minority students, presented by specialists who observe the political scene.*

It was also the group consensus that, while a desirable goal for the future, it is currently premature to plan a joint Institute with the New England Leadership Council.

The group briefly discussed the question of increasing the numbers of participating members, and the extent to which this is desirable and feasible.

*Comsis: MRC-3 promised to distribute a follow-up questionnaire which would elicit written feedback for the next Institute. The attendees have also proposed a follow-up planning meeting for **February 27, 1995**, to be held at the Phoenix Park Hotel or another suitable location in **Washington, DC**.*

Richard Lutz, Comsis: MRC
December 19, 1994

COMSIS MID-ATLANTIC MRC
MID-ATLANTIC SUPERINTENDENTS' LEADERSHIP COUNCIL MEETING
PHOENIX PARK HOTEL
WASHINGTON, DC
MARCH 20, 1995
11:00 AM - 3:00 PM

SUMMARY OF PROCEEDINGS

A meeting of the Mid-Atlantic Superintendent Leadership Council was held at the Phoenix Park Hotel in Washington, DC on March 20, 1995. There were fourteen people in attendance: David Burket, Jack Dulaney, Ruben Flores, Robert Kittle, Sam Meek, Iris Metts, Sherry Migdail, Sasha Miller, Carl Smith, Tran Huong Mai, Jack Van Newkirk, James Williams, Joseph Wisniewski and John Zarlengo. The following is a summary of the day's agenda items.

1. *Recap of December Meeting:*

Sherry Migdail, Comsis-MRC, reviewed topics for the September Institute suggested at the December 16, 1994 planning meeting:

- *Technology and LEP education;*
- *Inclusive education;*
- *Language acquisition;*
- *Parental involvement;*
- *Authentic assessment;*
- *The politics of educating language minority students.*

2. *Plans for 1995 Mid-Atlantic Superintendents' Institute:*

The Institute will take place September 17-20 at the Williamsburg Marriott in Williamsburg, Virginia. Members of the Executive Committee decided upon a tentative title for the Institute: "Keeping Children First Through Strategic Thinking." The following presentation topics were suggested:

- *Models of strategic planning, a spectrum of implementation;*
- *Coping with mandated change in organizational relationships;*
- *Maintaining equity utilizing site-based management;*
- *The effect of block-grant funding on LEP and disadvantaged students;*
- *The politics of educating language minority students, presented by specialists who observe the political scene.*

Possible speakers included: Superintendent David Hornbeck, Congressman Robert Menendez, Senator Robert C. Byrd, Congressman Bill Goodling, Congressman Michael Castle, Assistant Secretary of Education Thomas W. Payzant, Senator Barbara Mikulski, Superintendent Ray Cortines and AASA Executive Director Paul Houston. More generally, suggestions were made to contact university professors involved in policy task forces, members of think tanks, such as the Center for Educational Leadership, and experts on funding.

Participants also felt that at the conclusion of the Institute an action plan or position paper of some sort should be produced. A document such as a position paper would serve to bring the interests of the Council to a wider audience, for example agencies and institutions.

In addition, Iris Metts suggested a satellite hook-up for the Institute, thereby widening the potential audience. Videotaping the Institute and inviting journalists from Education Week were also considered as possibilities.

3. Activities with New England Superintendents' Council:

A representative of the New England Superintendents' Leadership Council, F. John Zarlengo, offered invitations to members of the Mid-Atlantic Council to participate in a number of their up-coming functions which are made possible through the former's Mellon Planning Grant. Specifically, the Mid-Atlantic superintendents may wish to consider attending the following:

- ***April, 27-29, 1995 in New York, NY:*** *a retreat for a group of Council members to discuss issues relating to re-examining the role of the Leadership Council;*

- ***June 28-30, 1995 in Newport, RI:*** *a summer institute entitled "The Role of the Superintendent in a Learning Organization."*

4. Additional Activities:

- *The attendees proposed a follow-up planning meeting for July 7, 1995 to be held in Wilmington or Baltimore;*
- *Superintendent Metts proposed that members of the Council collaborate on drafting a letter to their respective Congressmen expressing concern over the recent funding changes;*
- *The MRC will draft a program for the September Institute and submit it to Council members for their comments.*

COMSIS MID-ATLANTIC MRC
MID-ATLANTIC SUPERINTENDENTS' LEADERSHIP COUNCIL MEETING
SILVER SPRING, MARYLAND
JULY 7, 1995
10:00 AM - 2:00 PM

SUMMARY OF PROCEEDINGS

A meeting of the Mia-Atlantic Superintendent Leadership Council was held at the COMSIS headquarters in Silver Spring, Maryland on July 7, 1995. There were thirteen people in attendance. The agenda focused on the program for the Third Annual Institute in Williamsburg, Virginia on September 17 -19, 1995. The following is a summary of the day's agenda items.

I. Program of the Third Annual Institute in Williamsburg, Virginia, September 17-19, 1995:

Below is a brief description of items which were agreed upon during the planning meeting. A revised schedule is also attached.

Participants approved the following theme for the Institute:

"Keeping Children First: The Changing Politics of Education"

The group also agreed to the following items in the program:

- *Sunday night, September 17: To set the tone, the New England Alliance Players (of the MRC 1) will be invited to perform a light-hearted skit. Suggested as alternatives to the Alliance Players were Woodie Woodford or Dudley Flood.*
  Representative Bill Goodling (R-PA) will then speak. Alternatives to Representative Goodling include Representatives Michael Castle (R-DE) and Robert Menendez (D-NJ).

- *Monday, September 18:*
  Opening Session: Tom Payzant will be the featured speaker.

  Panel Presentation:
  The group decided to change the topic from Block Grants to Consolidated Plans. Tom Payzant will give an opening statement. Suggested panelists include:
  -Tom Rubino (Superintendent, Mercer County, NJ)
  -Will Carter (Governor's Representative, WV)
  -Val Woodruff (Delaware Department of Public Instruction)
  -One panelist representing the New England region will also be included.

Monday Afternoon, September 18:
Interactive Discussion:
The group has chosen the following theme:
"Political Realities of School Reform"
The presentation will be led by Ray Cortinez.
Tentative panelists include:
-Franklin Smith (Superintendent, District of Columbia)
-Walt Amprey (Superintendent, Baltimore, Maryland)
-Panelists representing Kentucky and New England will also be included.

There will also be a meeting between New England, New York, and Mid-Atlantic Superintendents' Leadership Councils. The topic of discussion will be a national network of superintendents that will focus on the needs and issues of immigrants to the U.S., to be developed under the guidance of Brown University.

•*Tuesday, September 19:*
The presenter will be Robert Slavin, Director, Center for Research on the Education of Students Placed at Risk (CRESPAR), Johns Hopkins University.

The Culminating Activity will be "Evaluating Principles in an Era of Political Change". In preparation for this session, participants will receive, in advance, a scenario involving school improvement and reform, and will be asked to come prepared to discuss their solutions to the problems presented.

The wrap-up of the Institute will be given by Robert Menendez (D-NJ). Alternates include Paul Houston (AASA) and Michael Casserly (Executive Director, Council of Greater City Schools). It would be advisable for this speaker to attend the entire Institute.

Evaluations: To be handed out upon the conclusion of the Institute

II. Assignments

The following is a list of volunteers and the individuals they have agreed to contact:

Mai Tran:	*Robert Slavin* *Tom Payzant* *MRC-1/Alliance Players or Woodie Woodford* *The MRC will also prepare a short fact sheet on the Mid-Atlantic Superintendents' Leadership Council, to be sent to Iris Metts for graphic design, printing and distribution.*
Iris Metts:	*Michael Castle (if Rep. Goodling is unavailable)* *Dudley Flood (if Alliance Players/Woodie Woodford are unavailable)* *Val Woodruff* *Ray Cortinez* *Fayetteville, KY Superintendent*

Iris has also agreed to prepare a survey on the use of technology in education to be distributed at the Institute to start an "information highway" among superintendents.

Jack Van Newkirk:	*Bill Goodling*
Joe Wisniewski:	*Tom Rubino*
Jack Dulaney:	*Will Carter*
Sam Meek:	*Walt Amprey*
Jim Connelly:	*New England representative* *Superintendent Davis of Hartford, CT* *Michael Casserly* *Paul Houston*
Dave Burkett:	*Franklin Smith*
Tom Highton:	*Robert Menendez*

III. List of Invitees

Superintendents are to send a list of potential participants to Mai Tran by July 24.

Mai will send out letters of invitation at the end of July.

IV. Future Activities

- *AASA Conference: Propose sessions with Paul Houston, and with New England groups*
- *Future discussions on technology and education*
- *Plan sessions for ASCD, IASA, and NABE Conferences*

V. Letters of Support for the Comprehensive Centers
Deadline: July 17

The MRC has requested that letters of support for the new Comprehensive Centers in Regions 3, 4 and 5 be sent by July 17 to the three agencies with which the MRC is teaming. Attached please find the names and addresses to which these letters should be sent. Please forward a copy of your letters to Mai Tran as well.

VI. Brochures

The MRC will be sending brochures about Williamsburg, VA, and Busch Gardens, as well as any available coupons, along with the invitations to the Institute.

Appendix D

Third Annual Superintendents Leadership Conference Program

Delaware

Kentucky

Maryland

New Jersey

Ohio

Pennsylvania

Virginia

West Virginia

Washington, D.C.

Third Annual Institute
September 17 - 19, 1995
Williamsburg Marriott Hotel
Williamsburg, Virginia

BEST COPY AVAILABLE

Keeping Children First:
The Changing Politics
of Education

Tuesday, September 19, 1995

7:30 - 8:30 AM **Lounge F**
BREAKFAST

8:30 - 9:45 AM **Room 11**
Major Presentation
Keeping Children First:
Roles and Expectations in a Cycle of Change

Speaker: Robert Slavin, Director, Center for Research on the Education of Students Placed at Risk (CRESPAR), Johns Hopkins University

9:45 - 10:00 AM **Room 11**
E-mail Network and
WWW Page for Superintendents
Iris Metts, Christina School District, DE

10:00 - 10:15 AM
Break

10:15 - 11:30 AM **Room 11**
Sharing Session
Evaluating Principals in an Era of Political Change

Session Leaders:
Jack Dulaney, Monongalia County Schools, WV
David Burket
District of Columbia Public Schools, DC

11:30 AM **Room 11**
Wrap-up: Joe Schneider, AASA

12:00 PM **Lounge F**
LUNCH

Speaker: The Honorable
Robert Menendez, Congressman
13th Congressional District, NJ (Invited)

Mid-Atlantic Superintendents' Leadership Council

Council Objectives

Leadership and advocacy, at local, regional and national levels, in the presentation of issues concerning the education of language minority students.

Information sharing and awareness about successful practices for meeting the needs of language minority students.

Coordination between Title I and other programs serving the needs of language minority students.

Establish and open the lines of communication between schools and the ethnolinguistic communities by:

- *Expanding staff sensitivity to cultural differences*
- *Encouraging parental involvement*
- *Expanding social services*
- *Providing early childhood and family literacy programs*

Develop and facilitate meaningful opportunities for professional growth.

Explore new funding sources for language minority students.

Institute Program

Sunday, September 17, 1995

5:00 - 6:30 PM **President's Hall**
Reception

Welcoming Remarks
Tran Huong Mai, COMSIS MRC 3
Dang Pham, Deputy Director, OBEMLA
James Kent, Superintendent of Schools
Williamsburg, VA

6:30 - 7:30 PM
The Education Alliance and COMSIS MRC Players

7:30 PM **President's Hall**
DINNER

Introduction of Speaker
Jack Van Newkirk, York City School District, PA

Greetings
The Honorable Bill Goodling, Congressman
19th Congressional District, PA (Invited)

Monday, September 18, 1995

7:30 - 8:30 AM **Lounge F (next to Room 11)**
BREAKFAST

Overview of the Institute
Iris Metts, Christina School District, DE

8:30 - 10:00 AM **Room 11**
Opening Session

The Changing Politics of Education:
The Federal Perspective
Featured Speaker: Alicia Coro, Division of
Elementary and Secondary Education
U.S. Department of Education

10:00 - 10:15 AM
Break

10:15 - 12:15 PM **Room 11**
Interactive Discussion:
Political Realities of School Reform

Discussion Leader:
Ray Cortines, New York City Schools, NY (Invited)

Discussants:
Stephen Daeschner
Jefferson County Public Schools, KY
Peter Negroni, Springfield School District, MA
Carol Parham
Anne Arundel County Public Schools, MD
Franklin Smith
District of Columbia Public Schools, DC

12:15 - 1:30 PM **Lounge F**
LUNCH

Recognition of the Mid-Atlantic Superintendents'
Leadership Council Executive Committee

Recognition of Joseph Wisniewski, Retired
Superintendent, Weehawken School District, NJ

1:30 - 3:30 PM **Room 11**
Discussion Group

The Implications of Consolidated-Grant Funding
for LEP and Educationally At-Risk Students

Discussion Leader: Lonnie Duke, SuperTeams, Inc.

Discussants:
Robert Kittle, Harrison County Schools, WV
Ray McNulty, Windham Southeast School District, VT
Joseph Wisniewski, Weehawken School District, NJ
Val Woodruff, Department of Public Instruction, DE

3:30 - 5:00 PM **Lounge A-B**
Meeting among New England, New York and
Mid-Atlantic Superintendents' Councils

Discussion Leaders:
Jim Connelly, Bridgeport City Schools, CT
Thomas Highton, Union City Schools, NJ
Iris Metts, Christina School District, DE
Phil Zarlengo, Education Alliance
Brown University, RI

6:30 PM **Williamsburg Marriott**
COCKTAILS AND DINNER
Sponsored by the Computer Curriculum Corporation

Executive Committee of the Mid-Atlantic Superintendents' Leadership Council

Jack C. Dulaney
Monongalia County Schools, WV

Thomas Highton
Union City Schools, NJ

Sam Meek
Talbot County Public Schools, MD

Iris Metts
Christina School District, DE

Tran Huong Mai
COMSIS - MRC 3

Jack Van Newkirk
York City School District, PA

Franklin Smith - David Burket
District of Columbia Public Schools, DC

Joseph Wisniewski
Weehawken School District, NJ

COMSIS Multifunctional Resource Center Staff

Maria Derrick-Mescua

Sherry R. Migdail

G. Charlene Nee

Nguyen Ngoc Bich

Tana Paddock

Jeffrey H. Schwartz

Tran Huong Mai

Mid-Atlantic Superintendents' Leadership Council
c/o Dr. Tran Huong Mai, Director
COMSIS Multifunctional Resource Center (MRC)
8737 Colesville Road, Suite 900, Silver Spring, Maryland 20910

Appendix E

Technology Training Materials

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
COMSIS, Silver Spring, MD

Richard Lutz, Ph.D.
Assistant Director

Technology Education for Language Minority Students

Thirteenth Annual Multicultural Summer Institute:
Language, Literacy & Multiculturalism:
Tools to Teach in the Year 2000
June 29, 1995
The University of Findlay
International Center for Language and Resource Development
Findlay, Ohio

OBJECTIVES

- To discuss how teachers can best use the Internet as a resource to improve instruction for language minority students in ESOL and the content areas;
- To explore how to use computers to teach information literacy in a multicultural context.

Computer technology is changing the way many people send and receive information. A vast network of interconnections between computers, referred to as the "Internet", presents exciting possibilities to the educator. This session includes a description of the Internet, how to access it, and what to look for on it, including library catalogs, class projects, penpal correspondence and free computer software. The group will explore some of the many resources of the Internet together.

I. A. Some of the basics: What you need to know

1. Computers can be connected to one another to form a **network**.
   - a. Wired together with actual cable
   - b. Connected by the telephone line

2. Once connected, anything you have on your computer can be shared with the other computer, and vice versa. For example, I can type on my screen and have the words I type appear on your screen instantaneously.

3. Unless the computers are physically near one another, the easiest way to connect is by the phone line.
   - a. Your computer must be connected to the phone jack.
   - b. Your computer must have a MODEM, a device (internal or external to the computer) which translates computer language into sound and back again.
   - c. BAUD RATE: The faster the sounds can be transmitted, the quicker you can transfer information between computers. The BAUD rate (named after a Frenchman, Baudet) measures bits of information per second. Many computers sold today already have 2,400 baud modems installed. Faster standards of 14,400 and 28,800 are quickly replacing 2,400 and 9,600 BAUD modems. If you are purchasing a new computer, and wish to use it on the Internet, insist on the fastest modem you can afford.

d. Your computer must have software (available on disks) which allows you to command the modem to dial, to transfer information, and to hang up, among other functions. This is called "communications software". Some favorites are Procomm, Crosstalk and Mirror. In addition, there is special software designed to browse the Internet, complete with graphics and even sound. The two most popular "browsers" are called MOSAIC and NETSCAPE. MOSAIC and NETSCAPE can be found and "borrowed" on the Internet itself.

e. You must have access to the Internet. For most of us, this means connecting our own computer to a system with links to the Internet. The connection is usually by phone line. The system may be provided by a local university, by the local government or library, or by a commercial provider (for a fee).

B. Hardware Questions

1. Types of Computers and Compatibility

a. What if I have an IBM-Compatible, and you have a Mac?

Generally speaking, it doesn't matter. Almost any computer can be set up to talk to any other computer. You will need software written for the appropriate machine.

b. Memory and other questions

For some purposes, it doesn't matter. An old computer with little memory will limit you to non-graphic, text-based information. A faster new computer with lots of memory will help if you wish to browse the Internet with MOSAIC or NETSCAPE.

2. Phone lines

a. Any phone line which connects to the outside phone system will work. If you always have to dial "9" for an outside line, you will need to dial "9" to connect to an outside computer. If the number you are connecting to is long distance, you will need to dial 1+area code, and the call will cost the same as any long distance call.

b. Call Waiting

i. If you are afraid of tying up your regular telephone line, you can use the phone service, "Call Waiting." If you are in the middle of a computer session by phone, Call Waiting will simply bump you off the computer connection and allow you to answer your incoming call.

ii. If your computer session is vital, turn on "Tone Block" (*70) before you have your computer dial, and incoming callers will receive a busy signal.

c. "Dedicated" Computer Lines

When possible, people who use the Internet a lot prefer a separate phone line (& phone number) dedicated to their computer. This way, you never have to tie up the main phone line. You pay for a second phone line every month.

II. Electronic Networks

A. Uses of Networks

1. Local Area Networks (LANs)
Offices, schools, labs

Bulletin Board Systems (BBSs):
- *"Free-standing" computers.*
- *Dial up directly.*
- *Usually for very specific interests.*
- *May be linked to other BBSs: e.g., K12Net.*
- *May provide Internet e-mail access to its members.*

Examples:
On-line school newspapers;
Fedworld; OERI; NCBE

---

1. ***Bulletin Boards and the Internet***

3. The INTERNET: the grand network of networks which cooperate with one other. NSFNET is one non-commercial member of the Internet. Some others linked to the Internet (or "the Net") are commercial enterprises.

The Internet:

- *is a network of computer networks around the world;*
- *has no central computer;*
- *has no central control;*
- *enables you to share information with anyone else on the Internet.*

2. What is the Internet?

4. How to get on the Internet
   a. Your school may already be connected to a network with links to the Internet;
   b. Many local universities on the Internet provide computer accounts to their students, and may grant an account to a local teacher or school;
   c. There are more and more community-based "Freenets", providing (limited) FREE access to the Internet to local residents;
   d. Commercial service providers will give you an account; like cable TV, you pay for the service. Check for newspaper ads. America-Online and other commercial services also provide some access to the Internet.

5. Types of Accounts

   a. SHELL Accounts
   The provider (university, school system or commercial company) lets you log onto their computer and use their software. Even if you have an old beat-up computer, you can probably use it for a shell account, since your computer is doing very little of the work: the computer system at the other end of the phone line is there to do the heavy lifting.

Software which the SHELL account can probably access:

Gopher Menus
A Mail System (e.g., PINE)
File Transfer Protocols (FTP)
Internet Relay Chat (IRC)
Lynx (the World Wide Web, minus graphics)
UseNet news groups
Search "Engines" such as Archie (to look for documents)

---

3. *Common Internet Software*

b. SLIPP PPP Accounts

You dial-up the provider's computer and thereafter have direct access to the world of the Internet. You use your own software (e.g., MOSAIC or NETSCAPE) to move around ("navigate") the Internet, and can transfer documents and pictures automatically from other computers to your own.

In addition to a SLIP or PPP account and browsing software, you will need special software (e.g., Trumpet Winsock) that enables you to dial up your SLIP or PPP account by modem and connect to the Internet.

6. The World Wide Web (WWW)

a. Hypertext

The World Wide Web was started at the European Laboratory for Particle Physics. It is part of the Internet. Texts are written using a special computer format called HyperText Markup Language (HTML).

HTML presents links to other computers simply by pointing to a highlighted word or picture:

E.g., "Are you studying ESL? Would you like to play scrabble or hangman in English?" [Click on ESL or scrabble or hangman, and your computer will miraculously connect to another which has that item.]

b. Browsers

To use the WWW, you must have software called a browser, which enables you to move around the Web. The most common are:

Lynx: No graphics, often available on remote computers which you dial up.

Mosaic: The most common free browser, complete with graphics

Netscape: The most powerful free browser, with graphics, and a page of powerful Search Engines

c. Search Engines

The reason the Web is so popular is that it is very easy to navigate. Finding what you are looking for is increasingly easy, even as the amount of available data skyrockets. Many systems have "search engines" which provide ways to type in key words and search for ANYTHING ANYWHERE on the Web!!!

E.g., LYCOS from Carnegie Mellon University

d. Home pages

On the Web, individual computer sites set up Home Pages using hypertext. Go to their computer site and you are welcomed by their Home Page, which gives you options of things to read or see or other sites which are related.

Many students have written their own home pages.

APPENDIX:
Selected Bibliography

BOOKS

Cannings, Terence, and LeRoy Finkel. *The Technology Age Classroom*. Wilsonville, OR: Franklin, Beedle and Associates, 1993.

A book of reprints of recent articles on educational media in the classroom.

Dockterman, David A. *Great Teaching in the One Computer Classroom*. Watertown, MA: Tom Snyder Productions, 1991.

Setting educational goals. Computer as tool for the professional teacher. Computer as presentation tool. Computer as discussion generator. Computer and cooperative learning. Interactive video, multimedia, etc.. Notes from the field (other teachers using the computer). Aides for sharing ideas. Historical and contemporary reading. 800-342-0236

Ellsworth, Jill H. *Education on the Internet: A Hands-on Book of Ideas, Resources, Projects, and Advice*. Indianapolis: SAMS Prentice-Hall, 1993.

An excellent, practical guide to help teachers, parents and students locate an incredible array of information on the Internet. It includes resources on lesson plans and school projects, pen pal projects, learning languages, visiting museums, taking classes over the Internet, and much more.

Gibbs, Mark, and Richard Smith. *Navigating the Internet*. Indianapolis: SAMS Prentice-Hall, 1993.

A very comprehensive text which explains most of the major uses of the Internet. It also includes numerous locations and groups on the Internet on a wide variety of subjects. Excellent definitions of common Internet terms.

Gilster, Paul. *The Mosaic Navigator*. New York: John Wiley and Sons, 1995.

A very good guide to the best known *browser* of the World Wide Web (WWW). It also includes numerous locations on the Web on a wide variety of subjects.

Hahn, Harley, and Rick Stout. *The Internet Yellow Pages*. Berkeley, CA: Osborne McGraw Hill, 1994.

A directory of thousands of free Internet resources, organized by subject. Headings include Education, Astronomy, Biology, Botany, Chemistry, Geography, History, Libraries, Mathematics, Music, Physics, Politics, Science and, yes, Star Trek. Each listing describes what the resource is and how to access it.

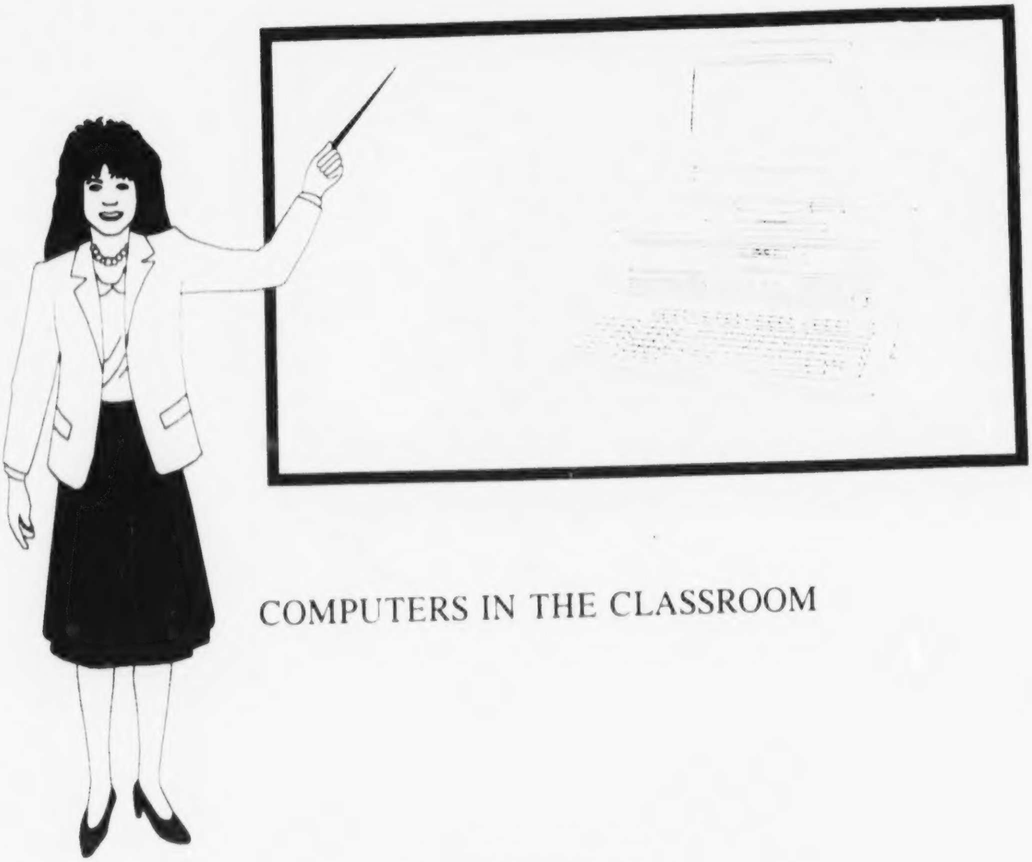
Levine, John R., and Carol Baroudi. *The Internet for Dummies*. San Mateo, CA: IDG Books Worldwide, 1993.

Part of a series of computer books for "dummies"--in this case, anyone who is not a computer "nerd". This books is very clearly written and easy to follow. It explains how the Internet works, how to get on it, how to send and receive e-mail, how to find useful things on the Internet, and how to solve common problems.

Richard Lutz, Ph.D
Comsis: MRC-3

BEST COPY AVAILABLE

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
COMSIS, Silver Spring, Maryland



COMPUTERS IN THE CLASSROOM

ESL Department
Baltimore City Schools

October 21, 1994

Jeffrey H. Schwartz
Training Specialist

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
COMSIS, Silver Spring, MD

COMPUTER SOFTWARE SELECTION WORKSHEET

Evaluator(s): ______________________ Date: __________

Student Information -- Age/Grade: ______ Subject: ______________________

English level: ________ Cultural/Linguistic backgrounds: ______________________

Directions: Rate the software to be considered on the criteria below. Rate the items on a scale such as: 3 = high or very good; 2 = average or fair, 1 = low or poor and 0 = none or not at all.

Software being rated *Criteria*							
Appropriate for age level							
Appropriate for ability level(s)							
Language/content introduced is useful							
New vocabulary presented in relevant context							
New concepts presented in relevant context							
Topics relate to, support other course work							
Balance between variety and consistency of literary genres and/or activity types							
Sequencing of materials is logical, orderly							
Integrates listening, speaking, reading, writing							
Adaptable to various teaching techniques, styles							
Develops higher order thinking skills							
Non-biased in terms of race, culture, gender							
Opportunity for practice and reinforcement							
Appealing format and presentation							

J Schwartz

May 1994

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
COMSIS, Silver Spring, Maryland

MAXIMIZING PROFICIENCY THROUGH TECHNOLOGY FOR FSL/BILINGUAL STUDENTS

I. A. Evaluating the Use of Computers in Your Classroom/School

1. Examples of what you do in the classroom now:

(1) content-based instruction
(2) information gathering activities
(3) vocabulary practice
(4) group discussions
(5) pronunciation practice
(6) notional/functional focus
(7) prewriting activities
(8) revising of writing, etc.

2. What computers do well:

(1) Individualize instruction (repeat as often as needed, give immediate feedback, etc.)
(2) Control lesson presentation (pace activities, randomize or order items)
(3) Facilitate re-writing (rearrange text easily)
(4) Automate mechanical tasks (create cloze exercises, concordances, crossword puzzles)
(5) Control other media such as video and CD-ROM in an integrated fashion
(6) Motivate students (students want to use compute and learn about them)
(7) Facilitate gathering and sorting information from large databases
(8) Keep track of complex sets of variables (useful for simulations of some aspects of real life)
(9) Keep detailed records of student performance

3. Examples of How #1 and #2 Above Fit Together

Example A:
Content-based instruction fits with:
(5) Control other media such as video and CD-ROM in an integrated fashion
(7) Facilitate gathering and sorting information from large databases
(8) Keep track of complex sets of variables (useful for simulations of some aspects of real life)

B. Choosing Software (continued)

3. What helps learners learn:

   a. Focus on CONTEXT:
   Real language, real communication.

   b. Focus on MEANING, not FORM.

   c. Provide INTERACTION:
   We learn by interacting with others and getting feedback.

   d. Provide environment with high internal MOTIVATION.

C. "Interfacing":
Lowering inhibitions of users (of teachers and of students)

Fears and frustrations:
"What if I break it?"
"What if I can't figure it out?"
Jargon: "What does that term mean?"
Privacy/viruses/losing work
"It doesn't do what I want it to."

Available Help:

- On-line HELP
- On-line tutorials
- 800-number help lines
- Service representatives
- Peer help
- Bulletin Boards

B. Level of Interactivity (between learner and machine)

1. Reactive--learner responds to a question

Touch screens, space bar, menus are reactive.

2. Proactive--learner constructs, generates activity

Keyboard might be used proactively to compose.

No medium is inherently better than another. Proper application to an appropriate problem is key.

C. CATEGORIES OF COMPUTER SOFTWARE AND RESOURCES

1. *Games*

Usually have specific goals
Some measure of competition (against self or others)
Rule-based
Often divorced from reality

Strengths and Weaknesses:

+ highly motivational, entertaining
+ reduces inhibitions, fear of computers
+ reinforces existing skills
- primary purpose often entertainment and not instruction
- little new learning, or learning as by-product (learning NOT at center of the product)
- time-consuming

Categories (continued):

4. *Tutorials*

Mini-lessons. Contains new information and opportunity to practice it.

Typical setup:
Introduction
Advance organizers, objectives, topics
New content
Practice (questions, exercises, activities)
Feedback
Review
Evaluation

Strengths and Weaknesses:

+ good software mimics a good tutor
+ can be motivating
+ can provide lots of opportunities to try, correct errors
+ allow students to select level of difficulty
+ can be tied to curriculum
+ provides instant feedback
+ may make effective use of video, graphics, text overlays
- often the "tutor" seems unreal and hollow
- rarely "customized" to meet precise level of student
- may be nothing more than a computerized book
- graphics are easy to supply, so may be empty, distracting
- feedback may be rigid, insincere, even inappropriate:
  "Sorry, try again."
  "Very good!"
  "Wrong answer!" (even if the right answer was given but misspelled!)

Categories (continued):

8. *Information Exchange*

Electronic Mail, or "E-Mail, bulletin boards: communicating with other computers. Lots of special-interest groups (e.g., education, science, geneology, etc.)

Strengths and Weaknesses:

- + Enjoyable, highly interactive, lots of feedback
- + Expands sources of expertise, information
- + Increases communication among learners, educators
- + Individual freedom, responsibility
- − Generates large amounts of correspondence, much of it not directly related to curriculum
- − Confusion of written and oral formal and informal styles possible: no control over level of language or content.
- − Potential loss, disregard of important messages
- − Potential misinformation and abuse.

GLOSSARY (Cont.)

Disk:

a magnetic storage device. Equivalent terms include: diskette, floppy disk, floppy. Currently, 3 1/2 inch disks are the norm. Previously, 5 1/4 inch disks were common.

DOS:

IBM-compatible disk operating system. Enables your computer to read and write to floppy and hard disks. Not "user-friendly." All you see is a "prompt" (e.g., C:>). See WINDOWS.

Drivers:

software (programs) which control peripheral devices such as CD-ROM players or disc drives.

Font:

collection of characters making up a set with a particular size and shape lettering.

High Sierra:

a popular format for storing data on CD-ROM. Another is ISO-9660.

Hypercard:

programs which organize information into what appears as stacks of index cards which users can manipulate.

Icon:

a graphic symbol which identifies a specific function or program, first used by Macintosh, and now Windows (IBM). E.g., a picture of a garbage can stands for deleting unwanted files.

Laser:

focussed beams of light used to read optical data on CDs and CD-ROMs.

Menu:

choices presented to the user. For example:

Select one of the following:
(A) Grammar lesson
(B) Vocabulary lesson
(C) Conversation Practice
(D) Spelling Practice

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
COMSIS, Silver Spring, MD

Richard Lutz, Ph.D.
Education Specialist

Technology Education for LEP Students

May 25, 1995 - Workshop
3:00 - 5:30 PM
The School District of Philadelphia
Philadelphia, PA
Office of Minority Affairs
Dr. Nguyen Van Thai, Project Director
Sebastian Cotone, Project Coordinator

OBJECTIVES

- To discuss how teachers can best use the Internet as a resource to improve instruction for High School LEP Students in ESOL, Science, and Social Studies;
- To explore how to use computers to teach information literacy as a survival skill.

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
COMSIS, Silver Spring, MD

Richard Lutz, Ph.D.
Education Specialist

Technology Education for LEP Students
The Internet in the Classroom: Some Tips for Educators

Answers to Commonly Asked Elementary and Secondary School Internet User Questions
(Adapted from a Draft by J. Sellers & A. Marine (NASA), December 30, 1993)

What are the benefits of using the Internet in the classroom?

•Quick access to worldwide resources:

The Internet expands classroom resources dramatically by making many resources from all over the world available to students, teachers, and media specialists, including original source materials. It brings information, data, images, and even computer software into the classroom from places otherwise impossible to reach, and it does this almost instantly. Access to these resources can yield individual and group projects, collaboration, curriculum materials, and idea sharing not found in schools without Internet access.

•Facilitates contact with others:

Internet access also makes possible contact with people all over the world, bringing into the classroom experts in every content area, new and old friends, and colleagues in education. With an Internet connection, your site can become a valuable source of information as well.

The isolation inherent in the teaching profession is well-known among educators. By having access to colleagues in other parts of the world, as well as to those who work outside of classrooms, educators able to reach the Internet are not as isolated.

•Promotes independent student work, appropriate to the student's level of proficiency and needs:

A hands-on classroom tool, the use of networks can be a motivator for students in and of itself, and their use encourages the kind of independence and autonomy that many educators agree is important for students to achieve in their learning process. Because the Internet is blind to class, race, ability, and disability, it is a natural for addressing the needs of all students; exactly how this is done will vary from school to school as the school empowers the individual.

How can educators incorporate this resource into their busy schedules?

- Explore it on your own, but work toward building time into schedules:

Most educators learn about the Internet during the time they use to learn about any new teaching tool or resource. Realistically, of course, this means they "steal" time at lunch, on week-ends, and before and after school to explore resources and pursue relationships via the Internet. Those who do so feel that it is well worth the rich rewards. It's important that computers used to access the Internet are easily accessible and not so far away physically as to make using the resource impossible for educators and others.

As the value of the resource becomes more evident, school systems will need to look toward building the time to use it into educators' schedules.

Many teachers are already using the National Geographic network (or Learning Link, or FrEdMail, and so on). Does this have anything to do with the Internet? Is the Internet different from what they are already using?

- The Internet is a network of networks. You may be using one which already has ties to the Internet:

Since the Internet is a network of many different networks, you may be using one of the networks which is a part of the Internet. Some commercial programs for schools use networks and provide value-added service, such as curriculum software, project organization and coordination, etc. Some provide value-added service, but don't allow for all basic Internet services. Networks like FrEdMail (Free Educational Electronic Mail) and K12Net are bulletin board systems linked via the Internet which provide inexpensive access to some Internet services. If you can use telnet, FTP, and electronic mail, you are probably "on" the Internet. If you have questions about the specific service you're currently using, ask its support personnel if you have Internet access, or call the InterNIC for help in figuring this out. (InterNIC stands for Internet Network Information Center.)

Where does my school get the money for connecting to the Internet?

- The answer depends in part on the level of "connectedness" desired:

Although school budgets are impossibly tight in most cases, the cost of an Internet connection can be squeezed from the budget when its value becomes apparent. Costs for a low end connection can be quite reasonable. The challenge facing those advocating an Internet connection usually has less to do with the actual cost than it has with the difficulty of convincing administrators to spend money on an unfamiliar resource.

In order to move the Internet connection closer to the top of your school's priority list, consider at least two possibilities. First, your school may be in the process of reform, as are many schools. Because use of the Internet shifts focus away from a teacher-as-expert model and toward one of shared responsibility for learning, it can be a vital part of school reform. Much of school reform attempts to move away from teacher isolation and toward teacher collaboration, away from learning in a school-only context and toward learning in a life context, away from an emphasis on knowing and toward an emphasis on learning, away from a focus on content and toward a focus on concepts. The Internet can play an integral part in helping to achieve these shifts.

Second, to demonstrate the value of a connection, actual Internet access is more useful than words. While this may sound like a chicken-and-egg situation (I have to have Internet access to get Internet access), some organizations will provide guest accounts on an Internet computer for people in schools who are trying to convince others of the value of an Internet connection.

Richard Lutz, Ph.D
Comsis MRC-3

Contact local colleges, universities, technology companies, service providers, community networks, and government agencies for both guest accounts and funding ideas. For alternatives to your own school's budget or for supplements to it, look for funding in federal, state, and district budgets as well as from private grants. Work with equipment vendors to provide the hardware needed at low or no cost to your school, and consider forming a PTO Technology Committee, or a joint District/PTO Technology Committee.

The Educational Resources Information Center (ERIC) has information on grants and funding.

How much does it cost to connect to the Internet, and what kind of equipment (hardware, software, etc.) does my school need in order to support an Internet connection?

The cost of an Internet connection varies tremendously with the location of your site and the kind of connection that is appropriate to your needs. In order to determine the cost to your school, you will need to answer a number of questions. For help in learning what the questions are and getting answers to them, begin asking at local colleges, universities, technology companies, government agencies, community networks (often called "freenets"), local electronic bulletin board systems (BBS), or service providers.
To give you an idea of possible equipment needs, here are three sample scenarios:

Low-end: You could subscribe to some kind of Internet dial-in service. This may be provided by a vendor at a cost, by a local university gratis, or as a part of a public access service like a community network. You'll need a computer which allows terminal emulation and a modem which is compatible with your dial-in service. The approximate cost, not including the PC, is $100 - $800 plus a monthly fee of approximately $30.

Mid-range: You could subscribe to a dial-in service that provides Serial Line Internet Protocol (SLIP) or Point to Point Protocol (PPP), allowing your machine to become a host on the Internet. You'll need a computer with SLIP or PPP software and a modem which is compatible with your dial-in service. The approximate cost, not including the PC, is $100 - $800 plus a monthly fee of approximately $60.

High-end: You could subscribe to a service that provides a full Internet connection. You'll need a router and a CSU/DSU (Channel Service Unit/Data Service Unit), a device which connects the router to the service provider's router. A local area network, which may consist only of the router and a PC, Macintosh, or other computer system, is also needed, and your computer(s) will need some special software. The approximate cost, not including the computers, is $2,000 - $3,000 plus a monthly fee of at least $200.

How do I convince the people in our system with the purse strings to spend money on this?

•Seeing is believing. Get started by getting on the Internet yourself, and begin spreading the word:

Most people become convinced with exposure. One excited individual in the school who is able to show proof of concept by starting a pilot program can be the catalyst for a school or an entire district. If you can get an Internet account (as suggested above) and use it for instruction in your classroom, you can make presentations at faculty, PTO, and school board meetings.

The National Center for Education Statistics in the Office of Educational Research and Improvement at the United States Department of Education has released a video targeted at school administrators. Its purpose is to educate them about what the Internet is and to encourage support for the use of telecommunications in elementary and secondary schools.

Richard Lutz, Ph.D
Comsis/MRC-3

How many of our computers should we put on the Internet?

You will probably want to make Internet access possible for as many of your school's computers as possible. If you are using a dial-up service, you may want one account per classroom. If your school has a Local Area Network (LAN) with several computers on it, one dedicated Internet connection will service the whole school.

Should we set up a telecommunications lab or put networked computers in each classroom?

Consider doing both, and get a commitment from specific teachers or media specialists to use the labs in the course of their teaching.

Who should have access in the school, the teachers or the students?

Clearly the answer is that teachers AND students should have access to the Internet. There's no reason why media specialists, administrators and support staff should not also have access. In elementary schools, access for students may be more supervised than in the upper grades.

I've heard that there are files on the Internet that parents would not like their children to get. How can students be kept from accessing this objectionable material?

Technically, they can't. Everyone on the network, including students, is able to download files from public electronic repositories, some of which contain materials that many consider objectionable. For this reason, it is important that schools develop clear policies to guide students' use of the Internet and establish rules, and consequences for breaking them, that govern behavior on the Internet. Additionally, schools should consider integrating issues around technology and ethics into the curriculum.

What kinds of educational projects using the Internet are effective?

Generally projects which use the Internet as a tool and focus on content other than telecommunications itself are those that engage students.

How can I find specific projects using the Internet that are already developed?

There are a few resources on the Internet that are directed specifically at the elementary and secondary school communities. The InterNIC gopher server has a section on K-12 (Kindergarten through 12th grade) Education, the Consortium for School Networking maintains a gopher server, and NASA's Spacelink is directed entirely at elementary and secondary school educators and students.

Many people on electronic mailing lists such as Ednet, Kidsphere, and the Consortium for School Networking Discussion List (cosndisc) post their projects and ask for partners and collaborators. The K12 hierarchy of Usenet News has several groups where educators post these invitations as well.

As you explore the Internet, there are some tools that will help you find projects that are already developed. To begin your exploration, two tools for information discovery and retrieval that you should learn to use are WAIS (Wide Area Information Server) and Gopher. Later you may want to learn about and try Archie and WWW (World Wide Web).

Richard Lutz, Ph.D
Comsis MRC-3

What are some examples of how the Internet is being used in classrooms now?

Projects which use the Internet sometimes require sites from all over the world to contribute data from the local area then compile that data for use by all. Weather patterns, pollutants in water or air, and Monarch butterfly migration are some of the data that has been collected over the Internet.

Is there a manual that lists sites on the Internet particularly useful for class exploration?

There are a number of resource guides, and so far only a couple are directed specifically at an education audience. "An Incomplete Guide to the Internet and Other Telecommunications Opportunities Especially for Teachers and Students K-12" is compiled by the NCSA Education Group. Ednet's "Educator's Guide to Email Lists" is available electronically, as is a list of Usenet News groups under education headings. ERIC offers several documents relating to telecommunications and education, including the ERIC Digest "Internet Basics," the ERIC Review "K-12 Networking," "Instructional Development for Distance Education," and "Strategies for Teaching at a Distance."

ELECTRONIC MAIL LISTS:

Ednet

To subscribe, send a message to...
listserv@nic.umass.edu

Leave the Subject field blank, and in the first line of the body of the message enter.
Subscribe ednet YourFirstName YourLastName

To post, send a message to...
ednet@nic.umass.edu

Cosndisc (Consortium for School Networking Discussion List)

To subscribe, send a message to...
listerv@bitnic.educom.edu

Leave the Subject field blank, and in the first line of the body of the message enter...
subscribe cosndisc YourFirstName YourLastName

To post, send a message to...
cosndisc@bitnic.educom.edu

Kidsphere

To subscribe, send a message to...
kidsphere-request@vms.cis.pitt.edu
Type any message asking to be added to the list.
To post, send a message to...
kidsphere@vms.cis.pitt.edu

NETWORK SERVERS:

Consortium for School Networking gopher server

via gopher...
cosn.org (port 70)

via telnet...
telnet cosn.org
login: gopher

Educational Resources Information Center (ERIC) Digests Archives are available

via FTP...
ftp ericir.syr.edu
cd pub

via email...
mail askeric@ericir.syr.edu

via gopher...
ericir.syr.edu (port 70)

InterNIC gopher server

via gopher...
is.internic.net (port 70)

via telnet...
telnet is.internic.net
login: gopher

NASA Spacelink
via telnet...
telnet spacelink.msfc.nasa.gov
login: newuser

via FTP...
ftp spacelink.msfc.nasa.gov

ORGANIZATIONS:

Consortium for School Networking
P.O. Box 65193
Washington, DC 20035-5193
USA
Phone: 202-466-6296
Fax: 202-872-4318
Email: cosn@bitnic.educom.edu

According to a recent brochure, "The Consortium for School Networking is a membership organization of institutions formed to further the development and use of computer-network technology in K-12 education." To join CoSN, request an application at the above address. To contribute your ideas, lesson plans, projects, etc., for others to access over the Internet, send to XXXX@cosn.org

ERIC Clearinghouse on Information Resources
030 Huntington Hall
Syracuse University
Syracuse, New York 13244-2340
USA
Phone: 315-443-9114
Fax: 315-443-5448
Email: askeric@ericir.syr.edu

According to a recent electronic brochure, "The Educational Resources Information Center (ERIC) is a federally-funded national information system that provides access to an extensive body of education-related literature. ERIC provides a variety of services and products at all education levels."

Another portion of the electronic brochure states, "AskERIC is an Internet-based question-answering service for teachers, library media specialists, and administrators. Anyone involved with K-12 education can send an e-mail message to AskERIC. Drawing on the extensive resources of the ERIC system, AskERIC staff will respond with an answer within 48 working hours. If you have questions about K-12 education, learning, teaching, information technology, educational administration - AskERIC at: askeric@ericir.syr.edu"

FrEdMail Foundation
P.O. Box 243,
Bonita, CA 91908
USA
Phone: 619-475-4852
Contact: Al Rogers
Email: arogers@bonita.cerf.fred.org

K12Net
1151 SW Vermont Street
Portland, OR 97219
USA
Phone: 503-280-5280
Contact: Janet Murray
Email: jmurray@psg.com

National Center for Education Statistics
555 New Jersey Ave N.W., R.410 C
Washington DC 20208-5651
InterNIC Information Services
General Atomics
P.O. Box #85608
San Diego, California 92186-9784
USA
Phone: 800-444-4345
619-455-4600
Fax: 619-455-3990
Email: info@internic.net

The InterNIC is a (United States) National Science Foundation funded group tasked with providing information services to the United States research and education networking community. The Reference Desk is in operation Monday through Friday, from 5:00 a.m. to 7:00 p.m. Pacific Time.

Internet Society
1895 Preston White Drive
Suite 100
Reston, Virginia 22091
USA
phone: 703-620-8990
fax: 703-620-0913

The Internet Society is the international organization for Internet cooperation and coordination.

Appendix F

Workshop Evaluation Form

MSIS
id-Atlantic Multifunctional Resource Center

WORKSHOP EVALUATION

Client: ____________________ State: __________ Date: ___/___/___ (M D Y)

Workshop Topic: ____________________ Presenter: ____________________

Your Position: ____________________

Please rate the extent to which the stated objectives of this activity were met:	very well	well	adequately	minimally	not at all
Objective 1: ____________________	5	4	3	2	1
Objective 2: ____________________	5	4	3	2	1
Objective 3: ____________________	5	4	3	2	1

Please rate the following statements about the information presented:	strongly agree		agree		strongly disagree
The information was useful to me.	5	4	3	2	1
The information was relevant to the needs of my program.	5	4	3	2	1
The information was clearly presented.	5	4	3	2	1
Please rate the following statements about the presenter:					
The presenter is knowledgeable about the subject matter.	5	4	3	2	1
The presenter responded to audience questions and concerns.	5	4	3	2	1

What part of the presentation was most helpful/useful to you? ____________________

Other comments/suggestions for future workshops or follow-up (Use back if necessary): ____________________

Appendix G

Service Feedback and Impact of Services Forms

Name ____________________

COMSIS MID-ATLANTIC MRC
IMPACT OF MRC SERVICES

1. Which of the services provided by the Mid-Atlantic MRC this year has been of greatest use to you in carrying out your duties as an SEA official?

2. Give one or more examples of how the services of the Mid-Atlantic MRC have assisted you.

3. Give one or more examples of how the services of the Mid-Atlantic MRC have assisted basic Title VII projects in your state in improving the quality of their instructional programs.

4. Give one or more examples of how the services of the Mid-Atlantic MRC have assisted basic Title VII projects in your state in improving program management.

5. Describe any difficulty or constraint that may have prevented the fulfillment of the conditions of your SEA agreement with the MRC.

Please return to COMSIS MRC-3 via fax: 301-588-5922

Name________________

COMSIS MID-ATLANTIC MRC
IMPACT OF MRC SERVICES

TRENDS

A curriculum or administrative change that my school district/state is moving toward is ____________________

____

____

The biggest trend in my school district/state seems to be ____________________________________

____

The MRC could help me in this area by ____

____

NEEDS

My most immediate need for training and technical assistance as a project director is ____________________

____

The topic that personnel in my program/office/department seem most eager to learn about is ________________

____

ADDITIONAL COMMENTS

____

____

____

____

Please return to COMSIS MRC-3 via fax: 301-588-5922

Name________________________

COMSIS MID-ATLANTIC MRC SERVICE FEEDBACK FORM

Directions:

Please check the number of times you will have used each of the following MRC services in FY94 (October 1, 1993 to September 30, 1994). Then rate the overall quality of each type of service on a continuum from 1 to 5 with one being unsatisfactory and five being outstanding.

Type of Service	Number of Times					Rating						Comments
	0	1-3	4-6	7-9	10+	N/A	Outstanding 5	4	3	2	Unsatisfactory 1	
Technical Assistance Telephone consultations with your MRC state contact person						___	___	___	___	___	___	
Telephone consultations with other MRC staff						___	___	___	___	___	___	
On-site consultation/technical assistance visit from MRC staff						___	___	___	___	___	___	
Participation of MRC staff in planning meetings						___	___	___	___	___	___	
Materials received from MRC including articles, books, (on loan) or guides						___	___	___	___	___	___	
Referrals to other sources of information, service providers, or consultants						___	___	___	___	___	___	
Training On-site workshop training session provided by MRC staff						___	___	___	___	___	___	
Consultation (workshop) services (other than MRC staff) provided by MRC						___	___	___	___	___	___	

Please return to COMSIS MRC-3 via fax: 301-588-5922